



Nun Monkton Foundation Primary School

RELATIONSHIPS & HEALTH EDUCATION & SEX EDUCATION POLICY

From September 2020, **relationships education** will become statutory in all primary schools in England. In line with government guidance, it is recommended that age-appropriate **sex education** is also taught in all primary schools.

Health Education will also become statutory in all state-funded schools.

Introduction

This policy is informed by the DfE Relationship Education Guidance [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

From September 2020, Relationships and Health education is a mandatory part of the National Curriculum at KS1 and KS2.

Relationships Education

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

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

The schools' values underpin Relationships and Sex Education (RSE) and PSHE

Our school values surrounding care, respect, empathy and understanding towards others are in alignment with Relationships education. The school values mutual respect and understanding. We believe in the individual and equal worth of each member of our school community. The school encourages individual responsibility for actions. We stress a caring and sharing approach to all our work.

What is Relationships and Sex education?

Relationships education is learning about the emotional, social and physical aspects of growing up. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. Relationships education includes learning about puberty in the health element of the national curriculum. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body and relationships, health and wellbeing. Parents may not withdraw their children from this element of the curriculum

Sex education is not compulsory in primary schools but the content in the Government's new guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. This is the approach we take at Nun Monkton School. Parents have the right to withdraw their children from the sex education element of the curriculum.

Aims and objectives

- to help children develop lively enquiring minds and positive attitudes, giving them the ability to question and argue rationally, to make sensible choices, and where necessary to withstand mass pressures.
- to guide children towards self-confidence, a sense of responsibility and a sensitivity to others.
- to help children understand how they grow and develop and to prepare them for the physical and emotional changes leading to puberty, adolescence and adulthood.
- to encourage pupils to engage in moral and ethical considerations, and particularly to understand the value of family life/people who care for us.
- to ensure that every child has access to the National Curriculum Science Attainment Target for 'Life Processes and Living Things' concerning human development, growth and reproduction.

Outcomes of High Quality Relationships and Sex Education

Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life, people who care for us and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls
- developing critical thinking as part of decision making

Personal and Social Skills

- learning to manage emotions and relationships

- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships at the appropriate age.
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender and Questioning (LGBTQ) and able to challenge transphobic and homophobic language
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learn about the law and consent

Equal Opportunities

Governing bodies have a responsibility under the equalities legislation (Equalities Act 2010) to ensure that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that RSE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21st Century Britain.

Additional Needs Learners

Pupils with additional needs e.g. SEND, EAL and vulnerable learners who may be at greater risk of not fully understanding whole class RSE lessons, will be given additional time, resources and support from adults to check their learning and reframe key messages as needs be.

Safeguarding Children

“Keeping children safe in education” states that governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our PSHE and RSE programme will cover teaching pupils how to keep safe.

Working with Parents and Right to Withdraw

Parents have the right to withdraw from Sex Education lessons but not from Relationships and Health lessons. The school works in active partnership with families and keeps them informed of the provision. If a parent/carer has any concerns about the provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children

<http://www.fpa.org.uk/helpand-advice/advice-for-parents-carers>

Under section 241 of the Education Act 1993, parents have the right to withdraw their children from any or all parts of the sex education programme, with the exception of those elements which are required by National Curriculum Science Order.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

The DfE guidance 2019 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 taught in Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- 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 Non-statutory content for Y5/6 sex education will be drawn from: <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-fullprogramme/zhtnydm>

Busy Bodies: <https://vimeo.com/user/96707063/folder/729017>

The Governing Body

The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities. The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (March 2015) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE co-ordinator to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught sex education to support a partnership approach but also that they do have the right to withdraw their child from the sex education element that is not part of the National Curriculum Science programme

The PSHE Leader

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Working with parents to consult and take feedback on provision
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE

- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

The Role of Teachers

All teachers who teach National Curriculum Science are responsible for teaching the elements which deal with reproduction. The wider aspects of health and sex education are taught through the whole curriculum, but most specifically through Personal, Social and Health Education (PSHE).

At all stages, teachers must be aware of potential questions from any child on matters relating to the sex education programme and should take care to comply with the guidance given in this document. Specific lessons concerning male and female reproductive anatomy, physical and emotional development at puberty and the menstrual cycle are taught by teachers usually in the final two years of primary school. Teachers have a vital role to play in the safeguarding of pupils, and should be aware of the potential for disclosure about RSE related matters such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Sexting, Forced Marriage (FM) and sexualised behaviours that may be indicative of abuse. All such matters should be dealt with in light of the Child Protection Policy and “Keeping Children Safe in Education”.

Delivery of RSE and the Curriculum

RSE is delivered through Science, PSHE lessons, e-safety sessions and discrete RSE lessons, as appropriate. All teachers are teachers of RSE in all KS1 and KS2 classes. Content from https://www.healthpromotion.ie/health/inner/busy_bodies and Operation Ouch (<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-fullprogramme/zhtnydm>) is used to teach sex education to the Year 5 and 6 class with parental agreement. The content of the RSE programme for all year groups in KS1 and KS2 can be found in the PSHE Association schemes of work we use, in the ‘Growing and Changing’ unit that includes Human reproduction and birth; increasing independence; managing transition (PoS Refs: H24, H33, H35, H36.) The school uses this resource as it has been well thought out, is age appropriate and addresses the needs of our pupils living in modern Britain. It complies with the RSE elements of the national curriculum. Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation) by teachers planning carefully, in consultation with pupils and parents.

Monitoring and Evaluation

The RSE programme and teaching of RSE is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

Safeguarding and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers are expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and

information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but a “*holding statement*” will be used for example, ‘That is a really interesting question and I need time to think because I want to give you a really good answer’ this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil’s family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty staff must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School’s Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Lesbian, Gay, Bisexual, Trans and Questioning (LGBTQ) and work on ‘Different Families’ for primary schools

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGBT pupils (who make up approximately 10% of any school population) often report that their RSE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of ‘different families and challenging homophobic bullying’. It is also important when teaching RSE not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (Further information on trans identities can be found at <http://genderedintelligence.co.uk/>).

Sexual orientation is a protected characteristic in the 2010 Equalities Act, so the curriculum should cater for LGB, transgender and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Schools are required to eliminate discrimination, advance equality and foster good relations.

Attendance at RSE Lessons

Parents will be informed of the dates and content of RSE lessons that go *beyond* the National Curriculum. They are entitled to request that their child be withdrawn from these specific lessons. Any child who is withdrawn will join another class during these times.

Confidentiality

Whereas certain issues will always be treated discretely and children offered privacy whenever appropriate, it must be emphasised that total confidentiality cannot be guaranteed. Teachers will not give any promise to children that they will not disclose information to parents or other appropriate authorised persons.

Child Protection

The school has a designated person for child protection, currently the Headteacher. The school also has a child protection policy. Should a teacher be concerned about an incident of possible or actual sexual abuse, they should follow the guidance in the child protection policy and notify the designated person.

Review

This policy will be reviewed with school governors at appropriate intervals in accordance with school development plans and at least every two years.

Supporting documents and list of resources for teaching and learning in RSE

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1 and 2 available from Fronter in the PSE/ Health and Wellbeing room.

<https://fronter.com/northyorks/>

Sex Education Forum has a range of resources and fact sheets to support RSE. It also provides a suggested scheme of work for primary and secondary schools. www.sexeducationforum.org.uk/

http://www.sexeducationforum.org.uk/media/6607/sef_audit_toolkit_2008.pdf

Stonewall provides information and resources to support Lesbian, Gay, Bisexual and Trans issues.

www.stonewall.org.uk

North Yorkshire Equality and Diversity Guidance to support the issue of homophobic, biphobic and transphobic bullying and language and the needs of lesbian, gay, bi-sexual and trans young people in schools available from Fronter in the sexual orientation room <https://fronter.com/northyorks/>

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