



# **Iver Heath Junior School**

## **Relationships and Sex Education Policy**

This policy was originally sent out for consultation on 1.4.2021 – 30.4.21  
It was updated and sent for consultation on 01.12.2025

The policy is to be reviewed in October 2028

## 1. Aims

Iver Heath Junior School is very aware that the primary role in our pupils' development within relationships, health and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation to ensure children learn what they need to in a safe and supportive way.

Through our PSHE (Personal, Social, Health and Economic Education) 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. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE (Relationships and Sex Education) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Iver Heath Junior School, RSE is taught mainly within the PSHE curriculum. In addition, some aspects of the RSHE programme will be covered through:

- Science
- Computing
- Targeted interventions (social skills groups etc)
- Class discussion/ circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. 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.

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy and cultivate positive characteristics such as kindness and integrity.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and the changes this will bring including the importance of health and hygiene.
- Develop their understanding of sexual development including reproduction in plants and animals including humans.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- To provide children with an understanding of how to identify features of healthy and unhealthy relationships.
- Combat exploitation, discrimination, extremism and radicalisation.

These aims complement those of the Science curriculum in KS2.

## 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](#).

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The DfE guidance states:

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."*

At Iver heath Junior School, we teach RSE as set out in this policy.

## 3. Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers 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

#### 4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. 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.

#### 5. Curriculum

##### **5.1 Statutory RSE Curriculum Content**

Our RSE curriculum is embedded within our PSHE curriculum, which is available on request and will be published on our website after the completion of the consultation period.

We are using the Dimensions 3D scheme, which developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so they are fully informed and do not seek answers online. On occasions, staff may contact parents regarding questions raised so that parents and staff can work in partnership to support the child's learning whilst recognising and being sympathetic to the individual family's values.

Key objectives of the statutory Relationships Education curriculum are outlined below.

## **Families and People who care for me**

### **Pupils should know:**

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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 for them.
- 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.
- That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring Friendships**

### **Pupils should know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

### **Pupils should know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

#### **Pupils should know:**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- The importance of self-respect and how this links to their own happiness.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

#### **Pupils should know:**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter who they do not know.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- Where to get advice from e.g. family, school and/or other sources.

## **5.2 Statutory Science Curriculum Content**

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals.

- To describe the changes, as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### **5.3 Non-Statutory Sex Education**

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.*

In Year 4 children are taught:

- That plants and animals reproduce to make young that are similar to themselves.
- That animals reproduce through the use of eggs and that some lay eggs and other give birth to live young.

In Year 5 children are taught:

- That in animals including humans: for a baby to begin to develop part comes from a male and a part comes from a female of the species.
- That in most animals including humans the baby grows inside the mother.
- That when a sperm and egg meet, this is called fertilisation/ conception.
- That a baby develops in the womb.
- That the process of children developing in to adults is called puberty including some of the changes associated with this process, such as: growth spurts, hair growth, deepening voice, changes to the skin, menstruation (taught only to girls) and production of sperm (taught only to boys).

In Year 6 children are taught:

- Recapping and development of puberty knowledge covered in Year 5 including learning about the reproductive system of both males and females.
- Learning and discussing some everyday terminology and misconceptions related to sexual development in young people to prepare them for transition to secondary education.

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. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the Headteacher and/or the Deputy Headteacher.

More information about the curriculum will be made available on the school website after the consultation period is completed.

## 6. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, specific elements of puberty that relate to only one sex and our sex education learning.

We aim to provide a learning atmosphere that recognises, and is sensitive to the fact that, our children come from a diverse range of backgrounds and experiences where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Dealing with sensitive issues and difficult questions:

- Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.
- An age-appropriate method will be made available for pupils to ask anonymous questions.
- On occasions, staff may contact parents regarding questions raised so that parents and staff can work in partnership to support the child's learning whilst recognising and being sympathetic to the individual family's values.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Assessment of children's understanding of RSE, will be made through discussion and questioning.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It

is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

## 7. Use of External Organisations and Materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers

- › Share all external materials with parents and carers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme
- › Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The governing body

The governing body has delegated the approval of this policy to the Teaching and Learning Committee.

### 8.2 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 components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy
- Provides copies of teaching materials for parents who request them

### 8.3 Staff

All staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Monitoring progress.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

Class teachers are responsible for teaching RSE at Iver Heath Junior School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of

sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and/or the RSE lead. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

#### **8.4 Pupils**

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

#### **8.5 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 through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Inform parents about the school's RSE policy and practice; this includes informing parents when each unit of RSE will be taught through curriculum documents made available on our website.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers, RSE lead, head teacher or governors about this policy or the arrangements for RSE in the school.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- Keep a register of any pupils who are removed and ensure teachers know who is not to take part in those lessons, if required.

### **9. Parents' right to withdraw**

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.
- Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Parents wanting to withdraw their child are invited to speak to the class teacher in the first instance. The class teacher will explore the concern of the parents, share lesson resources and discuss any impact that withdrawal may have on their child.

If the parent still wishes to withdraw the child, they should make their request in writing to the head teacher (this can be in the form of an email or letter sent to the school office). The head teacher will then arrange a meeting/ telephone call with the parent and the head teacher/ RSE lead to listen to their concerns. During this meeting, the head teacher/ RSE lead will discuss this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers versions of what was said in the lessons, rather than what was explained by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative learning will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

## **10. Monitoring Arrangements**

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations.

Pupils' development in RSE is monitored by class teachers.

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>