



Glaisdale Primary School



**Lealholm, Castleton and Glaisdale Primary School**  
**Relationships and Sex Education Policy**

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The Relationship and Sex Education Policy reflects and reinforces the school’s oaths, values and ethos. At Lealholm, Castleton and Glaisdale School, we strive for all children to believe in themselves so that they can achieve their full potential and have high hopes and aspirations for the future. Through our agreed school oaths, combined with high-quality teaching and a creative, stimulating curriculum, we aim to inspire caring and compassionate children to be confident, resilient, independent thinkers ready to face life’s challenges in an ever-changing world. As an accredited Nurture School, we use the Six Principles of Nurture (safety, wellbeing, language, learning, behaviour and transitions) to ensure that the needs of all pupils are met and that there is a commitment to promoting healthy outcomes for all children by responding to their emotional needs and addressing any missing nurturing experiences. This enables children to develop vital social and emotional skills, healthy wellbeing strategies and positive behaviour.

## Introduction:

This policy covers our school's approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It is important that we approach this subject with a clear and unified voice, and it is equally important that we provide unambiguous guidance for the benefit of our staff, parents and carers, and ultimately, our children. At Lealholm, Castleton and Glaisdale we recognise all relationships that are founded in mutual and consensual love as being equal and valid in all respects. We recognise that individuals may identify with genders that differ from that assigned at birth, and we celebrate people's right to do so. In short, we promote a culture where the breadth of relationships, sexualities and genders are not merely tolerated but are celebrated as being integral to the tapestry of society. We believe that this culture will help allow children to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually.

This policy was produced following guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) Guidance DfEE 0116/2000 and Health Education 2019) and through consultation with our staff, governing body, and most importantly with our pupils and parents.

<https://www.gov.uk/government/publications/sex-and-relationship-education>

It will be reviewed on a regular basis (at least annually) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from the Government and the DfE but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff and parents to refer to, through the school website.

This policy reflects our school's overarching vision and values for our pupils by striving for all children to achieve their full potential and to have high aspirations for the future – in all aspects of life.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs,

but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

As a school, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### Defining Relationships Education:

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

We believe relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures, and all children have the right to feel safe.

At Lealholm, Castleton and Glaisdale we teach our pupils about Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) identities. We ensure that this is fully integrated into our programmes of study for PSHE rather than deliver it as a standalone unit or lesson. All of our teaching is sensitive and age appropriate in both our approach and content of lessons.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch them in a way they don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse. Children will be taught the correct names for each body part, including genitalia, from the Early Years Foundation Stage.

In addition, we believe that relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

## Defining Sex Education at Primary School:

Sex Education could be defined drawing on knowledge of the human life cycle set out in the national curriculum for science – the ways a baby could be conceived and born. It is biology of a sperm and egg needed for conception but highlights that this can be achieved in different ways.

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

At Lealholm, Castleton and Glaisdale School we chose to teach sex education to meet the needs of our children. Children are provided with honest, factual and scientifically correct information which is differentiated based on individual needs, knowledge and experiences. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are for children in Year 5 and 6 and are delivered through the BBC Active – Focus: Growing Up and HSE Busy Bodies materials. These sessions answer the question: How are babies made? In an age-appropriate way, they explain sexual intercourse, how conception occurs, pregnancy and birth. Parents have a consultation with staff and are invited to view these materials prior to the lessons starting. The Busy Bodies resources that will be used during lessons can be viewed using the link below. There is also useful information for parents to help them support learning at home.

<https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/training-and-resources-for-primary-school-teachers/relationships-and-sexuality-education-resources-for-primary-school-teachers.html>

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle which is covered through the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

## Subject Content

Relationship and Sex Education is set within the wider context of the PSHE curriculum and delivered through a weekly planned spiral PSHE curriculum using planning and resources from the PSHE Association. In addition to this, we use planned assemblies, visitors to the school and the delivery of our Oaths to tailor our curriculum to the specific needs of our children based on information from the Growing up in North Yorkshire Survey and pupil voice feedback. Relationships and Sex Education is taught by classroom teachers who the children are familiar with so that children feel comfortable to ask questions and speak openly. Our staff know our children, and this means they are more likely to be aware of any additional needs, support any particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. The local authority delivers ongoing support and training to ensure that staff delivering RSE sessions are confident and competent in delivering the lessons appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of video, discussion, looking at case studies and drama.

We do not, initially, separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable. However additional opportunities are provided for those who identify as male or female to work in separate groups where they may feel that they can ask questions more freely and openly. We also ensure that additional sessions and support is provided for those who do not identify as male or female to ensure that every child's need is met.

There are regular opportunities to learn about E-safety and healthy relationships online. This is because the framework integrates online behaviours as it explores relationships, secrets, personal boundaries, rights & responsibilities etc. It does not tackle online and offline as two separate entities. For children, growing up in a digital world there is an ever increasing blurring of the lines between the two.

Relationships Education covers:

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

Health Education covers:

- 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)

Sex Education covers:

- Sexual intercourse
- How conception occurs
- Pregnancy
- birth

**In EYFS and KS1:**

- know the names of body parts and those which should be private
- know the difference between appropriate and inappropriate touch
- know they can say no to unwanted touch and practise skills needed to do this
- importance of personal hygiene
- awareness of different types of relationships and families
- explore importance of friendship and practise skills needed to make, value and maintain in order to build positive and healthy relationships
- know how to protect themselves online from inappropriate relationships and images
- identifying trusted adults they can ask for help and support

**In KS2:**

- exploring different types of relationships and families
- self-esteem and self-awareness
- emotional communication skills including saying 'no', being assertive and dealing with conflict
- exploring friendships-making, valuing and maintaining these
- developing a positive body image and influence of media
- peer influence and pressure
- challenging stereotypes including prejudice and homophobia
- how to protect themselves online from inappropriate relationships and materials, including grooming, sexting and live video (see Online Safety policy)
- where and how to find help and support from trusted adults and organisations

**In addition, Years 5 and 6 will receive separate sessions covering:**

- the physical and emotional changes of puberty
- importance of personal hygiene especially during puberty
- changing relationships as we grow up
- Sex education

**Answering Children's Questions**

Answering children's questions age appropriately will be done as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults who answer honestly, factually and scientifically.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: “that is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working.”
- If the member of staff doesn’t have an answer or doesn’t know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.
  - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: “That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you”
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

## Inclusion

All children are entitled to Relationships and Sex Education (RSE). Government guidance on Relationships Education, RSE and Health Education (2019) is clear that these statutory subjects must be accessible for all pupils - including disabled pupils and those with special education needs (SEND). Everyone has the right to enjoy safe, healthy relationships and positive sexual experiences with their own bodies and with others.

For pupils with disabilities and other additional vulnerabilities the lessons may need deeper thought and repetition, to ensure that all pupils are receiving age appropriate, useful RSE that ultimately enables them to live healthy, safe lives. RSE is delivered through well planned weekly lessons but also interwoven across the curriculum which helps repeat topics in a variety of meaningful contexts to embed understanding and learning.

We think about what our pupils’ specific needs and by referring to their EHCP or Individual Education Plan and adapt the SRE curriculum to ensure that each child accesses the learning. Resources and themes will be adapted and differentiated to a level that is accessible and relevant to each learner’s stage of Development and understanding.

We are dedicated to building a team of highly trained staff who are mindful of preparing children for adulthood outcomes, as set out in the SEND Code of Practice, when preparing subjects for those with SEND. We take a whole school approach to ensuring that we have consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space.

## Parents and parental rights to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. We endeavour to be transparent and give parents information about all the programmes and

lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Our curriculum overviews for each term are on our website so that parents know what is taught and when.

We recognise under the statutory guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum content. Should a parent decide that they do not wish for their Y5 or Y6 child to take part in any of the supplementary Sex Education lessons, we would ask that they first speak to the classroom teacher to discuss their concerns. We will happily show parents the teaching materials and context of any of our lessons and explain the reasons why any material is included.

### Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to all children in years 5 & 6. As part of these lessons, all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. Children will have chance to explore different sanitary products, including eco-friendly menstrual products. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we always have menstruation essentials available, such as sanitary products, spare underwear and hygienic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors. When school trips or residential visits are arranged (especially for years 4, 5 & 6), provisions to deal with a child's period needs to be considered and added to the risk assessment, and planned for.

### Confidentiality Safeguarding Children

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details.) All children have an identified and selected 'trusted adult' within school and this adult becomes their champion. We have individual 'ears' which children can use to alert an adult about any worries that they



want to discuss. This enables children to feel that they have a voice and that they can share any worries or concerns.

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff follow guidance from 'Keeping children safe in Education' and know what to do if children disclose that they are being abused, neglected or are witnessing abuse. All staff know to pass information to the Designated Safeguarding Lead (Mr Cooper) and that they should not promise a child that they will not tell anyone.

It is our practice to review safeguarding procedures in team meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

### Assessment and Evaluation

Assessment of PSHE and Citizenship, which includes RSE, is not about assessing someone's character or behaviour but the extent to which they are progressing in their learning, their on-going learning needs and the impact the learning is having on the pupils. It is important that the children's learning is assessed because assessment increases "motivation and improves learning; it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes" (PSHE association 2016).

Assessment in RSE needs to establish: What children already know and understand; what they have misunderstood; what gaps they have in their knowledge, and what preconceptions/prejudices may have to be challenged.

Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. The children are continually assessed against the intended learning outcomes. Class teachers update assessments at the end of every unit, to help plan effectively for future learning.

As part of our Nurture School approach Boxall Profiles are used to assess and monitor the emotional and social wellbeing of all pupils. The profiles are used to identify any children who are falling behind and suggest activities and strategies that can be used to help these children progress. They identify any gaps in knowledge, understanding and skills which can be used to inform future learning. Nurture groups can be created which focus on developing skills and learning that is specific to individual children's needs.

## Roles and Responsibilities:

### **The Governing Body (Safeguarding Governor: Anna Harrison)**

The governing body has the responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE through the national curriculum, science and other curriculum areas like PSHE. 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 in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' 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. This may include covering relevant issues through PSHE, and /or for maintained school through SRE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **The Headteacher (Olly Cooper)**

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 SRE are to:

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

### **The PSHE Co-ordinator (Vicky Porter)**

The schools have co-ordinators for PSHE who are responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues as trained, confident and competent staff are essential to raise standards in SRE
- 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 SRE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included

## **Links with other Policies**

This policy is linked with the following policies:

Anti Bullying Behaviour

Confidentiality

Child Protection

Equal Opportunities

E Safety

Science

SEND