



# Morelands Primary School

*With Resourced Provisions for Children With Autism  
And Speech, Language & Communication*

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Responsibility:	Mr Steve Bilbe	Chair of Governors:	Richard Gridley

## **Relationships and Sex Education Policy (RSE)**

### **Rationale**

*In accordance with the Education Act 1993, the Governors deem that Relationships and Sex Education (RSE) should be part of the curriculum of the school. Whilst Sex Education has not been made compulsory in primary schools, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' (DFE 2019) Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes (Public Health England 2014).*

*This policy is based on the statutory guidance document 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019' where Relationships and Sex Education is defined as the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about ensuring 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.*

### **Aims**

*Through the teaching of Relationships and Sex Education, the school aims to teach children about:*

- 1. The physical development of their bodies as they grow into adults.*
- 2. The way that humans reproduce.*
- 3. Respect for their bodies and the importance of sexual activity as part of a committed and long term and loving relationship.*
- 4. The importance of family life.*
- 5. Moral and relationship issues.*
- 6. Respect for the views of others.*
- 7. What they should do if they are worried about any sexual matters.*

### **Context**

*At Morelands Primary School our aim is to establish positive attitudes, skills and knowledge which prepare children for the opportunities, responsibilities and challenges of adult life.*

*Modern children are bombarded with all sorts of information and images of relationships and sex. It is important to counteract some of the misapprehensions and anxieties that children may have and prepare them for*

adulthood, teaching them to be responsible, knowledgeable and confident young people. Relationships and Sex Education, is part of the wider subject of Personal, Social and Health Education and it is included in the curriculum from the pupils' first year in school.

*Relationships and Sex Education will be taught as part of the Science National Curriculum Programme of Study and linked with the Personal, Social and Health Education programme for all pupils. It will be placed in the context of relationships and responsibilities, family life and health education in its broadest sense. Relationships and Sex will be taught in a way that will encourage pupils to have regard for moral considerations and the values of family life.*

*Relationships and Sex Education will be delivered using active learning methods which reflect the needs of pupils in order to develop skills which give them confidence, form concepts and clarify their thinking, values and attitudes, e.g. group discussions, brain - storming, reporting back, role play, question boxes and quizzes.*

## Practice

<b>Year Group</b>	<b>RSE</b>	<b>Science National Curriculum</b>
Year R	<ul style="list-style-type: none"> <li>• Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>• Children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable including about giving consent.</li> <li>• E-Safety – Children learn about the differences between the real world and the online world and about stranger danger.</li> </ul>	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>
Year 1/2	<ul style="list-style-type: none"> <li>• Children learn what helps keep bodies healthy; about hygiene routines and appropriate and inappropriate touch.</li> <li>• Children learn about growing; changing and being more independent; correct names for body parts (including external genitalia) and about privacy in different contexts including about giving consent.</li> <li>• E-Safety - Children learn about keeping personal details safe online and who to trust online.</li> </ul>	<ul style="list-style-type: none"> <li>• Children identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Children notice that animals, including humans, have offspring which grow into adults</li> </ul>
Year 3/4	<ul style="list-style-type: none"> <li>• Children learn about positive; healthy relationships and friendships; keeping something confidential or secret; when to break a confidence and acceptable and unacceptable physical contact including about giving consent.</li> <li>• Also about intensity of feelings and managing complex feelings.</li> <li>• E-Safety – Children learn how to search the web safely, protecting themselves and friends online and about downloading games with adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Children learn about confidentiality and when to break a confidence.</li> <li>• Children learn about different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); and about committed; loving relationships; marriage.</li> <li>• Also about acceptable and unacceptable physical touch; personal boundaries and the right to privacy including about giving consent.</li> <li>• E-Safety – Children learn about age appropriate websites/ games, leaving a digital footprint and communicating safely online.</li> </ul>	<ul style="list-style-type: none"> <li>• Children describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Children describe the life process of reproduction in some plants and animals.</li> <li>• Children describe the changes as humans develop to old age including the changes experienced in puberty.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Children learn about different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); and about committed; loving relationships; marriage.</li> <li>• Also about rights to protect their body and speaking out (including against FGM).</li> <li>• E-Safety – Children will learn about online privacy e.g. passwords, cyberbullying and staying safe when online gaming.</li> </ul> <p>ADDITIONAL SEX EDUCATION</p> <ul style="list-style-type: none"> <li>• In addition to the compulsory RSE requirements, children in year 6 learn about human reproduction (how a baby is conceived and born).</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about the changes at puberty;</li> <li>• Children recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>

## Resources

In year 1/2 the *Pantosaurus* is used to support the teaching and learning about appropriate and inappropriate touch. In year 5/6 the DVD *All About Us: Living and Growing* (Channel 4) is used to support the teaching and learning. There are also a variety of other support materials that are used to consolidate learning.

## SEND

PSHE education covers issues and areas of life which pupils with SEND may be affected by in differing ways and at different times in their lives. Teachers will carry out a baseline assessment activity at the beginning of each new topic to ensure that the subsequent learning is matched to pupils' individual needs.

## **Confidentiality**

*Confidentiality will be maintained as stipulated in the Confidentiality policy. (NB. Any visitor is required to work within the school's policy and alongside a teacher in the classroom.)*

## **Parents/Guardians**

*Parents of children in Year 5/6, are invited in the Summer Term to view the resources and discuss any concerns about the programme with the teachers.*

*From September 2020, parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty from the National Curriculum Science). Parents will be able to withdraw their children from any aspects of additional Sex Education*

*We are clear that parents and carers are the prime educators for children on many of these matters but know that parents may feel they need support to do this at home. We can help support parents with this through our Primary Support Advisor.*

## **Answering Children's Questions**

*Staff will answer children's questions openly and honestly, bearing in mind the age and maturity of the child. It may not always be appropriate to answer a question in front of the class and in that case, it will be answered on a one-to-one basis. Should any question cause concern, child protection procedures will be followed. A child's request for confidentiality will be taken into consideration, but may in serious cases have to be overridden.*

## **Equal Opportunities**

*In all aspects of school life, care will be taken to avoid sexism and sex stereotyping and to provide equality of opportunity for boys and girls.*

*Groups of girls only, of appropriate age, will be given instruction regarding personal hygiene and practical aspects at school in relation to menstruation.*

*Groups of boys only, of appropriate age, will be given the opportunity to discuss how changes at puberty affect the body in relation to hygiene and to discuss and ask questions about changing bodily needs.*

## **Conclusion**

*The Governors believe that the school has an important task in helping pupils to be discriminating about different, and sometimes conflicting, messages they receive from the media, peer groups and parents about relationships and sexuality. The school*

aims to help pupils cope with the physical and emotional challenges of growing up and to give them an elementary understanding of human reproduction.