

Target Audience		All staff	
Approving Committee			
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Policy Author		A Jones	
Version Control			
Version No	Date Approved	Reviewed By	Changes
V1		A Jones	
V2	July 2025	M Platt	Clarification of right to withdraw, NC for science

Intent

At Ellenbrook Primary School we aim to -

Promote children’s knowledge, self-esteem, emotional wellbeing, resilience and help them to form and maintain positive relationships. As they work through the curriculum, we aim to provide pupils with an understanding of how they are developing personally and socially and to allow them to tackle many of the social, moral and cultural issues that are all a part of growing up.

Ensure that pupils have a clear understanding of British Values and the Equality Act, which will provide them with the skills to have respect for themselves and for others, within our local, national and global communities.

Develop character skills, including decision making, informed risk taking, good communication and self-regulation strategies. We encourage honesty and respect in all relationships and nurture sensitivity and to the needs and feelings of others.

Provide opportunities for pupils to learn about their rights, responsibilities and appreciate what it means to be a member of an ever changing, diverse society.

Implementation

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 in Year 5 and 6.. We aim to provide a learning atmosphere 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.
- A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead. 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.

Impact

- Pupil voice is used annually to monitor our curriculum and pupil thoughts toward the content and how it is delivered. Floor books are utilised in each year group from Year 1 to Year 6 to capture each component that builds towards our key knowledge. Whole class pre and post assessments are located in floor books and are monitored by the RSE subject lead.
- Children leave our school with a clear understanding of the importance of RSE, citizenship, SMSC and British Values and the positive effects it can have inside and outside of school.
- Children can state some of their rights, the rights of others' and state how they can stay physically and mentally healthy and that physical health impacts mental health.
- Children will be empowered to make informed choices about relationships and health.
- Children will be encouraged to think critically about peer pressure and media influences.

Aims

Through our PSHE 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 to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Ellenbrook, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, social, 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 relationship, sex and health education across the school
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and parts of their bodies
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Give pupils an understanding of reproduction in plants and animals
- 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.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2

Right to withdraw

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle and reproduction in some plants and animals. Other related topics fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, are also included within the RSE education lessons.

Following consultation with parents Ellenbrook Primary school teaches more sex education than what is required in the science national curriculum and the RSE requirements 2020. However, parents have the right to withdraw their children from all or part of the sex education provided by the school except for those parts included in the statutory National Curriculum for Science and RSE. Parents who wish to do so should make the necessary arrangements with the Head Teacher.

Details of what is covered in the RSE curriculum, in particular sex education, can be requested from school.

If difficult questions arise, they will be answered with sensitivity and regard to the age of the children. The school will ensure that all visitors who are assisting in the delivery of RSE are made aware of the RSE policy.

Confidentiality

School will: -

- Reassure children that their best interests will be maintained;
- Encourage children to talk to their parents and give them support to do so;
- Ensure that children know that teachers cannot offer unconditional confidentiality;
- Reassure children that if confidentiality has to be broken they will be informed first and then supported as appropriate;