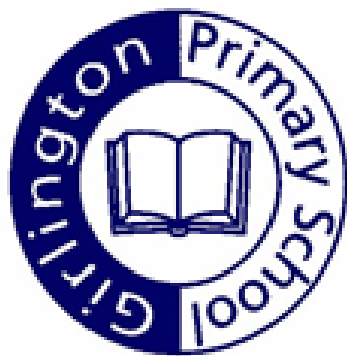
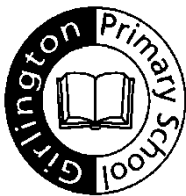




GIRLINGTON PRIMARY SCHOOL

Relationships and Sex Education Policy

Date Policy Written:	Summer 2026
Date Policy Ratified:	Summer 2026
Date Policy to be Reviewed:	Summer 2027



GIRLINGTON PRIMARY SCHOOL	Reviewed By
(Statutory) S9 Relationships and Health Education Policy	<u>HT</u> <u>PSHE Education Coordinator</u>

1. Aim

The purpose of the policy is to outline how through our Relationship and Sex Education (RSE) provision we aim to support our pupils social, moral, cultural and emotional development. Pupils will learn about relationships in a way that is age appropriate and sensitive to their faith. It will also teach the importance of safe relationships which forms an important part of our safeguarding curriculum. Our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions and safest decisions as they grow and change.

The curriculum will be taught in PSHEE (Physical, Social Health and Economic Education) lessons and collective worships. The curriculum focuses on Relationship Education from Early Years – Year Six. Whilst Sex Education, will be taught in Year Six only. Parents have the right to withdraw their child from the content. We can also provide any resources and planning materials to parents who wish to see before the delivery of any of our RSE lessons.

2. Policy Development

The Relationships and Health Education policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going engagement with families and stakeholders throughout the evolution of our school's relationships education programme.

Developing the RSE Curriculum involved:

1. Review – a working group including the PSHEE lead pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
5. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Statutory Requirements

Relationships Education has been compulsory in primary schools since 2020, so all pupils must take part in these lessons. We have updated our curriculum based on the September 2026 updated Relationships and Sex Education guidance.

Based on the guidance that has been published, we have made the decision to offer sex education to pupils in Year Six, in line with content about conception and birth, which forms part of the National Curriculum for science. When teaching the Year Six content about Sex Education we will always consult parents beforehand. When parents want more information or have concerns, we will offer parents support in talking to their children about sex education and how to link this with what is being taught in school. We will also make parents aware of their right to request withdrawal from Sex Education.

4. Links to other policies and curriculum areas

4a Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at different types of family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. We also teach the scientific anatomical names for parts of the body as this is vitally important for safeguarding.

4b Policies

The content of relationships education is supported by our School Behaviour – Positive Discipline Policy, Online Safety Policy, Equal Opportunities Policy, and Child Protection, Safeguarding Policy and Procedures.

5. Delivery of Relationships Education

Relationships Education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. At the planning stage, teachers will consider how to adapt the curriculum for children with SEND so all children can access a broad and well thought out RSE curriculum. Parents and carers have the right to see all RSE curriculum materials and resources upon their request.

It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the Relationships Education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

Families and people who care for me

- 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 other people's 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
- 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 and civil partnerships 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

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- **That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships**

- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- **How to manage conflict, and that resorting to violence is never right**
- **How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed**

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (e.g. physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs
- The importance of respecting others, even when they're very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
- **The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help**
- **What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype**
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of

avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure

- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe

- **What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.**
- **About the concept of privacy and the implications of it for both children and adults (including that it's 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/unsafe physical and other contact**
- **How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know**
- **How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust**
- **How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so**
- **How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources**

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the relationships and health education policy, and hold the head teacher to account for its implementation.

6.2 The head teacher

The head teacher is responsible for ensuring that relationships education is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
 - Going through all RSE curriculum materials and resources with parents or carers who request to view.
 - Teachers in Year Six informing parents before delivering the Sex Education unit so parents can withdraw their child from the content if they so wish.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

6.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

7. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

8. Monitoring arrangements

The delivery of RSE is monitored by Mrs. F. O'Neill (PSHEE Education subject leader) through planning scrutinies, learning walks and pupil interviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs. F. O'Neill annually. At every review, the policy will be scrutinized and ratified by the governing board.