

ICKWORTH PARK PRIMARY SCHOOL



Relationships & Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at Ickworth Park Primary school are to deliver a well-planned and flexible RSE programme which caters to the changing needs of all of our pupils by:

- Providing a framework in which sensitive discussions can take place as children grow up
- Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Helping pupils develop essential life skills in order to build and maintain positive relationships with others through exploring feelings of confidence, empathy and respect for self and others
- Creating a positive culture around issues of sexuality and relationships
- Teaching pupils the correct scientific vocabulary to describe their bodies, including the correct names for body parts and genitalia, in an age-appropriate manner.
- Enabling children to develop skills to keep themselves and others safe in all environments including those online.
- Providing teachers with up to date and relevant materials, training and support in order to deliver RSE within our school.

The school's Relationships and Sex Education programme is delivered in line with the principles of pupil engagement, parental engagement and transparency, positivity, careful curriculum sequencing, responsiveness to pupils' needs, skilled teaching and a whole-school approach to wellbeing and safeguarding.

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.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. (See Appendix 1)

We must follow statutory guidance on **Relationships Education, Relationships and Sex Education (RSE), and Health Education** issued by the UK Department for Education. Since **1 September 2020**, RSE has been a legal requirement in all secondary schools, and Relationships Education is compulsory in all primary schools. Revised statutory guidance takes effect from **1 September 2026**. Many changes to the RSHE curriculum revolve around what it's like to grow up as a child in 2026 and the new challenges and influences young people face as a result. The updated guidance places a stronger focus on online safety and wellbeing, the use of accurate terminology for body parts (including genitalia), and the introduction of personal safety around water, roads, and railways. There's also greater emphasis on helping children understand change and loss, including bereavement, and on developing communication skills, assertiveness, and the confidence to express personal needs and boundaries. At Ickworth Park Primary we teach RSE as set out in this policy using the Kapow learning resource scheme of work. This scheme has been updated to meet all the requirements of the new RSE curriculum.

3. Policy development

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

1. Review – a member of staff and a governor 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/pupil/stakeholder consultation – parents and any interested parties were invited to comment online about the policy
4. Ratification – once agreed amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary. It is based upon the Kapow materials and may be taught alongside other resources used in school. Where appropriate, the learning will be linked to other curriculum areas e.g. science, PE, Computing.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

The school recognises that pupils have different starting points and learning needs. RSE will be accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching will be adapted where appropriate whilst maintaining high expectations so that all pupils can access the statutory curriculum and develop the knowledge needed to keep themselves safe

The curriculum will be taught in accordance with the Equality Act 2010 and will reflect the diversity of modern Britain. Teaching will promote respect for all people, including those with protected characteristics, whilst recognising the importance of different family backgrounds, cultures, faiths and beliefs. Relationships Education will be delivered in a way that does not stigmatise any child and will reflect that families may take many forms.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed. We will work in partnership with parents to ensure that questions are answered in an age appropriate and respectful manner. We are open and transparent with parents about what is being taught, when it is taught and how and make curriculum information and lesson materials available to parents on request. We support clear communication that helps parents understand how RSE contributes to pupils' wellbeing and safeguarding.

Primary sex education is not compulsory in primary schools however from September 2024 we will be delivering some of the non- statutory sex education elements of the curriculum as set out in the Kapow scheme of work (see appendix 3). Parents will be informed of their right to withdraw their children from these lessons if they wish, however they will be encouraged to discuss their concerns first with the Headteacher.

For more information about our curriculum, see our curriculum map in Appendix 3.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is taught through weekly lessons of around 45 minutes. At Ickworth Park we follow the Kapow scheme of work. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

➤ Online relationships

Teaching about online relationships will include age-appropriate learning about privacy settings, location sharing, scams and fraud, gaming and online monetisation, critical evaluation of online content, social media age restrictions and strategies for keeping safe online.

➤ Being safe

Through PSHE and Health Education, pupils will also learn about physical health and mental wellbeing, emotional literacy, resilience, change and loss (including bereavement), personal safety, healthy lifestyles and the risks associated with harmful substances, including vaping. Learning will support children in developing strategies to manage emotions, seek support and make informed decisions.

For more information about our RSE curriculum, see Appendix 3 at the end of this policy.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.1 Safeguarding, Confidentiality and Safe Learning Environments

RSE lessons provide a safe environment in which pupils can discuss sensitive issues appropriately. Ground rules will be established to support respectful discussion and participation.

Teachers cannot offer absolute confidentiality. If a pupil makes a disclosure or raises a concern that suggests they or another person may be at risk of harm, staff will follow the school's safeguarding and child protection procedures and report concerns to the Designated Safeguarding Lead.

Teaching will be delivered in a way that supports safeguarding, promotes pupils' wellbeing and enables pupils to recognise concerns, seek help and keep themselves safe.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for dealing with any parental enquiries.

7.3 Staff

Staff are responsible for:

➤ Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Where external visitors contribute to RSE delivery, they will complement rather than replace teaching by school staff. Teachers will remain responsible for planning, delivery and safeguarding, and all external resources will be reviewed in advance.

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.

The person responsible for leading teaching of RSE at Ickworth Park is Mrs L Murray.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. They do, however, have the right to withdraw their children from some of the non-statutory sex education lessons and they will be informed by the class teacher about when these lessons are to be taught so they can discuss any concerns they may have. We are always happy to share teaching content with parents on request.

Parents who wish to discuss any aspect of the Relationships and Sex Education curriculum are encouraged to contact the Headteacher. Any concerns that cannot be resolved informally should be addressed through the school's complaints procedure.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the subject leader, Senior Leadership Team and a member of the governing body through learning walks and questioning of all stakeholders, and visits to the school by governors.

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

This policy will be reviewed by the governing body every two years. At every review, the policy will be approved by the governing body

Appendix 1- Education Act 1996 Section 403.

Sex education: manner of provision.

(1) The governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

[F2(1A) The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—

(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and

(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

(1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.

(1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D) The Secretary of State may at any time revise his guidance under subsection (1A).]

(2) In [F3this section] "maintained school" includes [F4a community or foundation special school] established in a hospital [F5and "NHS body" has the same meaning as in [F6the National Health Service Act 2006 (see section 275(1) of that Act)] .]

Appendix 2- DFE Guidance from Child Social Work Act 2017

CHAPTER 4

Relationships, sex and PSHE education

34. Education relating to relationships and sex

(1)The Secretary of State must by regulations make provision requiring—

(a)Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;

(b)Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(2)The regulations must include provision—

(a)requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;

(b)Requiring proprietors of schools to have regard to the guidance;

(c)Requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;

(d>About the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

(3)The regulations must provide that guidance given by virtue of subsection (2)(a) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—

(a)the pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(b)the education is appropriate having regard to the age and the religious background of the pupils.

(4)The regulations may make further provision in connection with the provision of relationships education, or relationships and sex education.

(5)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(6)The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a)section 342 of the Education Act 1996;

(b)Chapter 4 of Part 5 of the Education Act 1996;

(c)Schedule 1 to the Education Act 1996;

(d)Part 6 of the Education Act 2002;

(e)Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f)the Academies Act 2010.

(7)Any duty to make provision by regulations under subsection (1) may be discharged by making that provision by regulations under another Act, so long as the Secretary of State consults such persons as the Secretary of State considers appropriate before making the regulations under that Act.

(8)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(9)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(10)Other regulations under subsection (1) are subject to the negative resolution procedure.

(11)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

35Other personal, social, health and economic education

(1)The Secretary of State may by regulations make provision requiring personal, social, health and economic education (beyond that required by virtue of section 34) to be provided—

- (a)to pupils of compulsory school age receiving primary education at schools in England;
- (b)to pupils receiving secondary education at schools in England.

(2)The regulations may include—

- (a)provision requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education;
- (b)provision requiring proprietors of schools to have regard to that guidance;
- (c)provision requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- (d)further provision in connection with the provision of the education.

(3)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(4)The regulations may amend any provision (including provision conferring powers) that is made by or under—

- (a)section 342 of the Education Act 1996;
- (b)Chapter 4 of Part 5 of the Education Act 1996;
- (c)Schedule 1 to the Education Act 1996;
- (d)Part 6 of the Education Act 2002;
- (e)Chapter 1 of Part 4 of the Education and Skills Act 2008;
- (f)the Academies Act 2010.

(5)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(6) Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(7) Other regulations under subsection (1) are subject to the negative resolution procedure.

(8) Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

(9) A power to make provision under this section does not limit any power to make provision of the same kind under another Act.

Appendix 3: Curriculum map

Relationships and sex education and PSHE LTP from September 2026

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Families and people who care about 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 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 • 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 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 • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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	• That people sometimes behave differently online, including by pretending to be someone they are not • 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

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Being safe	• 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 (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Additional knowledge and understanding by the end of Primary School	
	Pupils should also know: • How to manage disagreement and conflict in relationships appropriately; • How to recognise and manage feelings of loneliness and seek support; • How to recognise scams, fraud and other online risks; • How to critically evaluate information encountered online; • How to maintain privacy and manage personal information online; • Strategies for coping with change and loss, including bereavement; • How to identify common hazards and keep safe around roads, railways, water and fire; • The risks associated with vaping, smoking, alcohol and other harmful substances.

