



Relationship and Sex Education Policy

Most recent review	April 2025	Next review due	April 2026
Governor committee responsible	Full Governing Body (This policy is still to be agreed by governors.)	Written by	Kate McCarter (RSE/ PSHE Lead Teacher)

STATEMENT OF INTENT

At Soho Parish we believe every child deserves to live life to the full; *“I have come so that you may have life – life in all its fullness”* (John 10:10.) Our curriculum is designed to develop the whole child and therefore we believe that by giving children an age appropriate understanding of their own bodies and healthy relationships we are creating informed and confident children who are responsible members of their community.

1. AIMS OF THE POLICY

- To ensure all members of the school community including governors, teaching staff and parents have an understanding of what Relationship and Sex Education (RSE) is and why it is important
- To guarantee that all teachers are confident in delivering RSE lessons using the well-planned and well-resourced Kapow scheme of work with support from the School Health Service where applicable. These schemes are reviewed for age-appropriateness and inclusivity, especially in relation to diversity and representation.
- To ensure that the way in which teachers discuss Relationship and Sex Education with children at Soho Parish is honest, positive and consistent whilst also being appropriate for the age of the child
- To be transparent with parents about what is being taught and work in partnership with them to deliver an effective RSE curriculum
- To enable children at Soho Parish to talk openly and confidently about their bodies, sex and relationships without fear of misconceptions, embarrassment or judgment
- To ensure children feel safe and are able to keep themselves protected from harm

2. WHY TEACH SEX AND RELATIONSHIP EDUCATION?

These are the four key reasons why we believe teaching RSE to children is important:

1. All children have the right to know about their bodies and how they function at an age appropriate level
2. Giving children the language and knowledge to talk about their bodies, using the correct vocabulary to describe themselves and their bodies, empowers them to safeguard themselves from harm
3. By opening up a conversation about different kinds of families and healthy and not healthy relationships children are taught to be accepting of others and given strategies for identifying and avoiding harmful situations
4. Teaching children about sex will help to identify and address any potentially dangerous or damaging misconceptions children might have about their bodies

3. STATUTORY REQUIREMENTS: SEX AND RELATIONSHIP EDUCATION IN THE CURRICULUM

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In primary school, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2020).*)

Sex Education appears twice in the National Curriculum as follows:

- Year 2 - children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs
- Year 5 - children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty

Parents are not able to withdraw their children from any part of the National Curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The new compulsory Relationship Education curriculum introduced in September 2020 will cover themes including:

- Families (inc. different kinds of families) and people who care for me
- Caring friendships
- Respectful relationships (families and friends)
- Online relationships
- Being safe (in relationships)

You can read more about this in detail in our PSHE (Personal, Social, Health, and Economic education) curriculum available on the website.

At Soho Parish, we teach RSE as set out in this policy.

4. HOW DO WE TEACH RSE AT SOHO PARISH?

At Soho Parish we use The Kapow RSE scheme of work, alongside the Kapow PSHE curriculum to deliver all RSE lessons. In Year 5 and Year 6, we also utilise the school nursing service to support to deliver the Year 5 lesson – *“Puberty and Hygiene”* and the Year 6 lesson *“Sex education: How babies are conceived.”*

All resources used in RSE sessions, including photos, pictures, worksheets and videos are taken from the approved scheme.

All staff are trained to deliver RSE and deal with questions and misconceptions and are supported throughout the teaching process to ensure they teach accurately and confidently in line with the scheme of work. Teachers only use the lesson plans from the approved scheme of work and do not use any other resources, schemes of work or approaches to teaching the subject.

The PSHE Lead and the Senior Leadership Team will monitor the implementation and effectiveness of the RSE programme yearly.

5. ASSESSMENT

There is no formal means of assessing RSE at Soho Parish. However, teachers will use formative and self-assessment strategies in class to monitor the children’s understanding.

6. RIGHT TO WITHDRAW

As some aspects of RSE are non-compulsory in Primary schools, all parents have the right to withdraw their children from any sessions that focus on sex and/or puberty that are not part of The National Curriculum.

Parents are not able to withdraw their child from any of the sessions that discuss aspects of relationships only.

Parents will be notified before RSE sessions take place, provided the opportunity to discuss the content that will be taught and ask any questions. Any request to withdraw a child will need to be discussed with the Head of School and/ or the PSHE Lead prior to its possible approval.

7. SAFEGUARDING AND SRE

We seek to be sensitive and non-judgmental in our delivery of RSE and are aware that, in exceptional circumstances, RSE sessions may lead to a child disclosing sensitive information. All staff have received yearly Safeguarding training and are equipped to deal with any such disclosures in line with the schools Safeguarding policy.

8. ROLES AND RESPONSIBILITIES OF KEY PARTIES

8.1 Governors

- Governors will approve this policy and the Kapow scheme of work
- They will make sure that they are up to date with current legislation regarding RSE in schools and the way in which it is taught at Soho Parish

8.2 Senior Leadership Team

- Members of the Senior Leadership Team will monitor the delivery of RSE sessions along with the Subject Lead
- They will ensure they are familiar with the RSE scheme of work
- The Head of School Teacher and/or the PSHE Lead, will meet with any parent wanting to withdraw their child and ascertain the reasons for the desired withdraw and make sure parents are aware of what their child will miss out on

8.3 Subject Leader

- The Subject Leader will ensure all staff are adequately trained to deliver RSE lessons and deal with any misconceptions or questions
- They will be available to deliver or team teach sessions with any teachers who require or ask for further support
- They will observe RSE lessons to ensure that they are being taught well and that teachers are following the scheme of work accurately
- They will monitor the learning, thoughts and feelings of children in relation to RSE at Soho Parish
- They will ensure that parents are made fully aware of what is being taught and will accompany members of SLT in withdrawal meetings with parents where appropriate

8.4 Teaching Staff

- All teaching staff will spend time making themselves familiar with the RSE scheme of work
- They will ensure that they abide by the 2010 Equalities Act and show respect and tolerance to everyone during RSE sessions
- They will attend yearly training on RSE
- All teachers will ensure they teach RSE lessons according to the approved plans
- They will ask for help or guidance when needed from the Subject Lead
- They will properly report any disclosures made during RSE sessions
- They will inform parents of any questions or misconceptions that arise during RSE sessions that they did not feel able to address for whatever reason and direct parents to the Subject Lead for further support if required
- They will make sure that any child who misses a session due to absence will have the chance to catch up on any missed content at a later date
- They will discuss with parents of SEN children (potentially with the SENCO also present) extra support offered to them and their child before, during and after RSE sessions if required

8.5 Parents

- Parents will be provided with an opportunity to be involved in consultation, in line with DfE guidance, regarding the school's policy.
- Parents will attend the yearly RSE/ PSHE Meeting for Parents to find out about any updates or changes to the policy or curriculum
- They will write a formal letter to the Head of School if they wish to withdraw their child from RSE and will subsequently attend a meeting before this potential withdrawal is approved
- They will ask their child's teacher or the Subject Lead for more information or guidance if they feel like their child is in need of it

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