# Sandridge Primary School

# Relationships, Health and Sex Education Policy

***Staff, parents and pupils were consulted in the original formulation of this policy.***

The policy was reviewed and ratified by the Governing Body on 29th September 2026.

This policy will be reviewed in full by the Governing Body every two years.

It will be reviewed September 2028.

## Purpose and Reasoning

Sandridge School believes that Relationships and Sex Education in our school will be developmental and a foundation for further work undertaken in secondary school. It forms part of the overall provision for Personal, Social and Health Education within the school. All schools must provide a curriculum that that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, Social and Health Education

At Sandridge we teach PSHE, as a whole school approach, to underpin pupils' development as people and because we believe that this also supports their learning capacity.
The **Jigsaw Programme of Work** offers our pupils a comprehensive and carefully thought out scheme of work that provides consistency and progression to their learning in this important area of the curriculum. It also supports the 'Personal Development & Wellbeing' and 'Attendance and Behaviour' aspects required under the Ofsted inspection framework as well as significantly contributing to our safeguarding and equalities duties, British Values and the Spiritual, Moral, Social and Cultural development opportunities we provide for our pupils.

## Aims and Objectives

Statutory Relationships and Health Education

'*The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools*.' DfE guidance, p8.

The school will work towards this aim in partnership with parents.

Sex Education

The DfE guidance 2019 (p23) recommends that all primary schools '…*have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, sex education is not compulsory in primary schools*.'

Schools are to determine the content of sex education at primary school. Sex Education '*should ensure 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 – how a baby is conceived and born*.'

At Sandridge School we believe pupils should understand the facts about their own body parts and human reproduction before they leave our school.
We define Sex Education as knowing the names of the parts of the human body relating to sexual reproduction, understanding the body changes that happen for boys and girls during puberty and understanding human reproduction.
Sex Education will be delivered using **Christopher Winter lesson plans and resources.**

## Organisation and Delivery

The Sex and Relationships programme will be co-ordinated by the Headteacher and SLT in close co-operation with the teaching staff and will be delivered, by class teachers, as discrete planned units in their own right. Various strategies and techniques will be implemented (see Appendix 1).

The programme of work is in Appendix 2.

## Equality

***This policy will inform the school's Equality Plan.***
The DfE guidance 2019 states, '*Schools should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics*.'

## Teaching about the law

The applicable law will be taught in a factual and age-appropriate way so that all pupils are clear about their rights and responsibilities as citizens e.g consent, online behaviours, protected characteristics, alcohol, smoking, vaping, carrying weapons, hate crimes and the age of criminal responsibility.

## Equal Opportunities and Special Educational Needs

We are committed to working towards equality of opportunity in all aspects of school life. We will ensure that the programme of work is adapted and differentiated for all pupil ability groups, including those with any special educational and/or additional need.

## Respect

At Sandridge School, we promote respect for all and value every individual child and adult in our school. We also respect the right of our pupils, their families and our staff, to hold their own beliefs and values, religious or otherwise. Teachers will not impose their own opinions on the children and we will be respectful of each child's own cultural and religious beliefs and values.

## Right to withdraw children from lessons

'*Parents have the right to request that their child can be withdrawn from some or all of sex education delivered as part of a statutory Relationships and Sex Education*'. (RSE and Health Education, DfE guidance p6).

Parents wanting to exercise this right will be asked to meet with the Headteacher who will discuss the request and clarify the nature and purpose of the curriculum. This is likely to include the benefits of sex education, and any detrimental effects of withdrawal.

## Answering difficult questions

Teachers will agree ground rules with pupils before teaching RSE. Questions do not have to be answered directly and can be addressed individually later if this is deemed more appropriate. There will be opportunities for pupils to ask questions anonymously via a question box in the classroom.

## Child Protection

The school has a Child Protection Policy which is followed by all staff. If any member of staff believes that a child is at risk or in danger, they will speak with the Designated Safeguarding Lead/Headteacher who will decide if there is a safeguarding issue.

## Monitoring and Evaluation

The programme will be monitored to ensure it continues to meet the needs of all our pupils. All those involved in developing, delivering and receiving the programme will be consulted. All will be given the opportunity to comment on the programme and express their views. The policy will be reviewed bi-annually.

**Appendix 1**

## RSE teaching techniques

In order for teachers to overcome embarrassment and anxieties it is important to:

- have a clear lesson plan with specific learning objectives
- establish ground rules with their pupils
- use ‘distancing’ techniques
- provide a variety of structured interactive tasks
- know how to respond to unexpected or unwelcome questions or comments from pupils
- utilise discussion methods
- encourage reflection
- make explicit the need to respect differences

## Suggested ground rules

- No-one will have to answer a personal question
- Personal questions specifically aimed at embarrassing another will be discouraged
- No one will be forced to participate in a discussion
- Only the correct names for body parts will be used and if slang words are used they will be explained
- Meanings of words will be explained clearly and factually
- Respect for differences between pupils will be maintained

## Distancing techniques

By depersonalising discussions, embarrassment can be avoided and privacy protected.

Suggested techniques:

- role play
- structured pre-planned debates
- games and quizzes
- case studies with invented characters
- slides and animation material
- anonymous question boxes allowing pupils to write a question and allowing the teacher to filter any question which raises any age appropriate issues or questions

**Appendix 2**

# RSE SCHEME OF WORK: EYFS - YEAR 6

## EYFS

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| EVERYBODY'S BODY<br>Talking about why things happen and how things work.<br>Develop an understanding of decay, growth and changes over time.<br>Observe the effects of activities on their bodies.<br>Understand that tools and equipment have to be used safely.<br><br>WE LIKE TO MOVE IT MOVE IT!<br>Understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.<br>Talk about ways to keep healthy and safe.<br>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.<br><br>FOOD GLORIOUS FOOD<br>Discuss eating a range of healthy food stuffs and the need for a variety of food.<br><br>SWEET DREAMS<br>Can tell adults when hungry or tired or when they want to rest or play.<br><br>KEEPING CLEAN<br>Can usually manage washing and drying hands.<br><br>*Most objectives will be revised during each unit. | MY FAMILY AND ME<br>To be able to show affection or concern for people who are special to them.<br>To separate from their main carer with support and encouragement from a familiar adult.<br>To be confident to talk to other children when playing and communicate freely about home and community.<br>Children are confident to try new activities and say why they like some more than others.<br><br>MAKE FRIENDS, MAKE FRIENDS, NEVER EVER BREAK FRIENDS!<br>Be interested in others' play and start to join in.<br>To form a special relationship with another child.<br>To be able to play in a group, extending and elaborating ideas.<br>To be able to initiate play, offering cues to peers to join in.<br>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.<br>Play cooperatively, taking turns with others.<br>Show sensitivity to others' needs and feelings.<br><br>FALLING OUT AND BULLYING<br>To be aware that some actions can hurt or harm others.<br>To be able to understand and co-operate with some boundaries and routines.<br>To understand that own actions affect other people.<br>Be aware of behavioural expectations of the setting.<br>Talk about how they and others show feelings, talk about their own and others' behaviour, its consequences, and know that some behaviour is unacceptable.<br>Adjust their behaviour to different situations and take changes to their routine in their stride. | MY BODY<br>(N&R) Naming all the different body parts that go together to form a whole body, why they are important, talking about the senses<br><br>RESPECTING MY BODY<br>(N)Learning about how to keep our bodies healthy e.g sport, exercise<br>(R) Going over learning about keeping healthy from previous year, looking at healthy foods and how they make us feel/affect our bodies<br><br>GROWING UP<br>What do babies do? What do they need? How are we different from a baby? How have we changed? What can we do now that we couldn't do as a baby?<br><br>GROWTH & CHANGE<br>Seeds, how seeds grow, different stages of plant growth (link to human changes)<br><br>FUN & FEARS<br>Talking about feelings, who to go to for help, noticing the feelings of others, expressing feelings, overcoming fears and worries, who to go to for help, comfort, support<br><br>CELEBRATION<br>Favourite things about the year / successes |

# YEAR 1

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>Being Healthy: understanding the difference between being healthy and unhealthy and know ways to keep oneself healthy.<br><br>Healthy Choices: know how to make healthy lifestyle choices.<br><br>Clean And Healthy: know how to keep clean and healthy, understand how germs cause disease/illness. Know all household products including medicines can be harmful if not used properly.<br><br>Medicine Safety: understanding that medicines can help them if they feel poorly and know how to use them safely.<br><br>Road Safety: know how to keep safe when crossing the road and about people who help them to keep safe.<br><br>Happy, Healthy Me: say why the body is amazing and identify ways to keep it healthy and safe.<br><br>VOCABULARY:<br>healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items e.g toothbrush, shampoo, soap, hygienic, safe, medicines, trust, Green Cross Code, eyes, ears, look, listen, wait, | LEARNING INTENTIONS<br>Families: identifying members of my family and understand that there are lots of different types of families.<br><br>Making Friends: identify what being a good friend means to me.<br><br>Greetings: knowing appropriate ways of physical contact to greet my friends and know which ways I prefer.<br><br>People Who Help Us: know who can help me in my school community.<br><br>Being My Own Best Friend: recognising my qualities as person and friend.<br><br>Celebrating My Special Relationships: being able to say why I appreciate someone who is special to me.<br><br>VOCABULARY:<br>family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, qualities, skills, self-belief, incredible, proud | LEARNING INTENTIONS<br>To understand some basic hygiene principles.<br><br>To know how to keep clean and look after oneself.<br><br>To introduce the concept of growing and changing.<br><br>To understand that babies become children and then adults. To know the difference between boy and girl babies.<br><br>To explore different types of families and who to ask for help from.<br><br>VOCABULARY:<br>clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina |

# YEAR 2

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>Being Healthy: know what the body needs to keep healthy.<br><br>Being Relaxed: show or say what relaxed means and know some things that make them feel relaxed and some that make them feel stressed.<br><br>Medicine Safety: understand how medicines work in the body and how important it is to use them safely.<br><br>Healthy Eating: sorting foods into the correct groups and know which foods the body needs every day to stay healthy. Decide which foods to eat to give the body energy.<br><br>The Healthy Me Café: making healthy snacks and explaining why they are good for the body.<br><br>VOCABULARY:<br>healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious | LEARNING INTENTIONS<br>Families: identifying the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate.<br><br>Keeping Safe – exploring physical contact: understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.<br><br>Friends And Conflict: identify some of the things that cause conflict with my friends.<br><br>Secrets: understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.<br><br>Trust And Appreciation: recognise and appreciate people who can help me in my family, my school and my community.<br><br>Celebrating My Special Relationships: express my appreciation for the people in my special relationships.<br><br>VOCABULARY:<br>family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem-solving, secret, surprise, good secret, worry secret, telling, adult, trust, surprised, frightened, trustworthy, reliability | LEARNING INTENTIONS<br>To introduce the concept of male and female and gender stereotypes.<br><br>To understand that some people have fixed ideas about what boys and girls can do.<br>To describe the difference between male and female babies.<br><br>To explore some of the differences between males and females and to understand how this is part of the lifecycle.<br>To describe some differences between male and female animals.<br>To understand that making a new life needs a male and a female.<br><br>To focus on sexual difference.<br>To describe the physical differences between males and females.<br>To name the male and female body parts.<br><br>VOCABULARY:<br>similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina |

# YEAR 3

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>Being Fit & Healthy: understanding how exercise affects my body and know why my heart and lungs are such important organs.<br><br>What Do I Know About Drugs?: explaining their knowledge and attitude towards drugs.<br><br>Being Safe: identifying things, people, places that they need to keep safe from, and say some strategies for keeping themselves safe including who to go to for help.<br><br>Being Safe At Home: understanding that, like medicines, some household substances can be harmful if not used correctly.<br><br>My Amazing Body: understanding how complex the body is and how important it is to take care of it.<br><br>VOCABULARY:<br>oxygen, heartbeat, lungs, heart, fitness, challenge, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, medicines, substances, complex, appreciate, body | LEARNING INTENTIONS<br>Family Roles & Responsibilities: identifying the roles and responsibilities of each member of my family and reflect on the expectations for males and females.<br><br>Friendship: identify and put into practice some of the skills of friendship e,g taking turns, being a good listener.<br><br>Keeping Myself Safe: know and use some strategies for keeping myself safe.<br><br>Being A Global Citizen: explain how some of the actions and work of people around the world help and influence my life. Understand how my needs and rights are shared by children around the world and identify how our lives may be different.<br><br>Celebrating My Web Of Relationships: know how to express my appreciation to my friends and family.<br><br>VOCABULARY:<br>men, women, male, female, unisex, role, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem-solving, friendship, win-win, safe, unsafe, dangers, dangerous, hazards, risks, safety rules, worried, concerned, scared, anxious, relieved, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice | LEARNING INTENTIONS<br>To explore the differences between males and females and to name the body parts.<br>To know some differences and similarities between males and females.<br>To name male and female body parts using agreed words.<br><br>To consider touch and to know that a person has the right to say what they like and dislike.<br>To identify different types of touch that people like and do not like.<br>To understand personal space.<br>To talk about ways of dealing with unwanted touch.<br><br>To explore different types of families and who to go to for help and support.<br>To understand that all families are different and have different family members.<br>To identify who to go to for help and support.<br><br>VOCABULARY:<br>stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship |

# YEAR 4

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>My Friends And Me: recognising how different groups are formed, how they fit into them and the friends they value the most.<br><br>Group Dynamics: recognising the changing dynamics between people in different groups, see who takes on which role and understanding the roles taken on in different situations.<br><br>Smoking: understanding the facts about smoking and its effects on health and some of the reasons people start to smoke.<br><br>Alcohol: understanding the facts about alcohol and its effects on health, particularly the liver and some of the reasons people drink alcohol.<br><br>Healthy Friendships: recognising when people are putting them under pressure and explaining ways to resist this when they want to.<br><br>Celebrating My Inner Strength And Assertiveness: knowing themselves well enough to have a clear picture of what they believe is right and wrong.<br><br>VOCABULARY:<br>friendships, emotions, healthy, relationships, friendship groups, value, embarrassed, roles, leader, follower, assertive, agree/disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, diseased, anxiety, fear | LEARNING INTENTIONS<br>Relationship Web: identify the web of relationships that I am part of, starting from those closest to me and including those more distant.<br><br>Love And Loss: identify someone I love and express why they are special to me.<br><br>Memories: talk about someone I know that I no longer see.<br><br>Are Animals Special? Explain different points of view on an animal rights issue.<br><br>Special Pets: understand how people feel when they love a special pet.<br><br>Celebrating My Relationships With People And Animals: know how to show love and appreciation to the people and animals who are special to me.<br><br>VOCABULARY:<br>relationship, close, distant, contribute, mutual benefit, belonging, caring, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, memories, special, remember, vegetarianism, opinion, debate, respect, special pet, cope, feelings | LEARNING INTENTIONS<br>To explore the human life cycle.<br>To describe the main stages of the human lifecycle.<br>To describe the body changes that happen when a child grows up.<br><br>To identify some basic facts about puberty.<br>To discuss male and female body parts using agreed words.<br>To know some of the changes which happen to the body during puberty.<br><br>To explore how puberty is linked to reproduction.<br>To know about the physical and emotional changes that happen in puberty.<br>To understand that children change into adults so that they are able to reproduce.<br><br>VOCABULARY:<br>puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings |

# YEAR 5

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>Smoking: know the risks of smoking and talk about how tobacco affects the lungs, liver and heart.<br><br>Alcohol: know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.<br><br>Emergency Aid: know and put into practice basic emergency first aid procedures (including recovery position) and know how to get help in emergency situations.<br><br>Body Image: understand how the media and celebrity culture promote certain body types.<br><br>My Relationship With Food: describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures.<br><br>Healthy Me: know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy<br><br>VOCABULARY:<br>choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, emergency, procedure, recovery position, calm, level-headed, body image, media, celebrity, altered, self-respect, eating problem, respect, pressure, choices, healthy lifestyle, motivation | LEARNING INTENTIONS<br>Recognising Me: have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.<br><br>Getting On And Falling Out: recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.<br><br>Girlfriends And Boyfriends: understand how it feels to be attracted to someone and what having a boyfriend / girlfriend might mean.<br><br>Relationships And Technology: understand and explain how to stay safe when using technology to communicate with my friends.<br><br>VOCABULARY:<br>characteristics, personal qualities, attributes, self-esteem, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, body language, couple, feelings, emotions, jealousy, safe, technology, communicate, pressures, resist, risk, harm, identity, vulnerable | LEARNING INTENTIONS<br>To explore the emotional and physical changes occurring in puberty.<br>To ask questions about puberty with confidence.<br><br>To understand male and female puberty changes in more detail.<br>To understand how puberty affects the reproductive organs.<br>To describe how to manage physical and emotional changes.<br><br>To explore the impact of puberty on the body and the importance of hygiene.<br>To explore ways of getting support during puberty.<br>To explain how to keep clean during puberty.<br>To explain how emotions change during puberty.<br><br>VOCABULARY:<br>puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings |

# YEAR 6

| HEALTH EDUCATION<br>*typically taught in Spring 2* | RELATIONSHIPS EDUCATION<br>*typically taught in Summer 1* | SEX EDUCATION<br>*typically taught in Summer 2* |
|---|---|---|
| LEARNING INTENTIONS<br>Food: knowing the impact of food on the body.<br><br>Drugs: know about different types of drugs and their uses; their effects on the body particularly the liver and heart.<br><br>Alcohol: evaluating when alcohol is being used responsibly, anti-socially or being misused.<br><br>Emergency Aid: know and put into practice basic emergency first aid procedures (including recovery position) and know how to get help in emergency situations.<br><br>Emotional And Mental Health: understanding what it means to be emotionally well and exploring people's attitudes towards mental health/illness.<br><br>Managing Stress: recognising when they feel stressed and the triggers that cause this. Understanding how stress can cause alcohol misuse.<br><br>VOCABULARY:<br>Mood, energy, balanced diet, drugs, effects, motivation, misuse, anti-social, responsible, appropriate, emergency, recovery position, CPR, safety, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure | LEARNING INTENTIONS<br>My Relationship Web: identify the most significant people to be in my life so far.<br><br>Love And Loss: know some of the feelings we can have when someone dies or leaves. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.<br><br>Power And Control: recognise when people are trying to gain power or control.<br><br>Being Safe With Technology: understand how technology can be used to gain power or control and how I can use strategies to prevent this from happening. Use technology positively and safely to communicate with my friends and family.<br><br>VOCABULARY:<br>Significant, relationship, special, feelings, close, important, sadness, loss, grief, hurt, pain, change, bereavement, coping strategies, denial, despair, guilt, shock, hopelessness, anger, acceptance, power, control, authority, bullying, script, assertive, communication, technology, power, control, cyberbullying, abuse, safety | LEARNING INTENTIONS<br>To consider puberty and reproduction.<br>To describe how and why the body changes during puberty in preparation for reproduction.<br>To talk about puberty and reproduction with confidence.<br><br>To consider physical and emotional behaviour in relationships.<br>To discuss different types of adult relationships with confidence.<br>To know what form of touching is appropriate.<br><br>To explore the process of conception and pregnancy.<br>To describe the decisions that have to be made before having a baby.<br>To know some basic facts about pregnancy and conception.<br><br>To explore positive and negative ways of communicating in a relationship.<br>To have considered when it is appropriate to share personal/private information in a relationship.<br>To know how and where to get support if an online relationship goes wrong.<br><br>VOCABULARY:<br>womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety |