

Packwood

Part of the Shrewsbury  
School Family



# Relationships and Sex Education Policy

*including EYFS*

|                                                                            |               |
|----------------------------------------------------------------------------|---------------|
| Authorised by the Governing Body: Yes                                      | Date: 4-11-25 |
| Produced by: Deputy Head (Pastoral Care and Safeguarding) and Head of PSHE |               |
| Date Disseminated to the Staff via the intranet: 1-9-25                    |               |
| Date of Review: 1-9-26                                                     |               |
| Signed: James Pitt, Chair of Governors                                     |               |

## Introduction

We have based our school's sex education policy on the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. We have due regard to the guidance under Section 80A of the Education Act 2002. We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. The RSE will be part of the PSHE curriculum and as such will be delivered by the Packwood Acorns teachers to Years 1 and 2 and by the PSHE teacher and School Nurse to Years 3 – 8. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

## Definition

From the Ofsted 2002 recommendations: *'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'*

The Lichfield Diocesan Board (Sex and Relationship Guidance: A Christian Perspective 2008) states that *'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.'* Our policy for Relationship and Sex Education is written in accordance with this philosophy.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Anti-Bullying, Equal Opportunities and PSHE.

## Equal Opportunities

At Packwood Haugh School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

## Child Protection

The Child Protection procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## **Morals and Values Framework**

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies.

## **Disability**

If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

## **Whole School Approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the Head or Designated Safeguarding Lead in accordance with the Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

## **Organisation**

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. It is taught by the Packwood Acorns teachers and the PSHE teachers. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In Years 5 and 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

## **Aims**

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths, playground rumours and misinformation
- To promote equal opportunities for all
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life & help pupils accept variations
- Develop the confidence to seek help, support and advice

### Home-School Partnership

Children are exposed to information and messages from T.V., internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It is hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life & loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the Head. We would encourage parents to discuss any concerns at the earliest opportunity with the form teacher and the Head. The Head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the Head.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

### Role of the Head

It is the responsibility of the Head to ensure that:

- Policy & practice is developed in accordance with good practice guidelines & recommendations
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy
- Staff receive appropriate training and support

### Complaints Procedure

If parents have any cause for concern about RSE Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the School's Complaints Procedure, as laid out in the Complaints Policy, should be followed. This is available on the School's website.

### Monitoring and Review

The Prep School Committee of the governing body monitors our relationship and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Academic Committee gives serious consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

### Key websites

- [www.teachersnet.gov.uk/pshe](http://www.teachersnet.gov.uk/pshe)
- [www.pshe-association.org](http://www.pshe-association.org)
- [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

## Appendices:

Overview of schemes of work

Sample letter to parents

Governors' Statement

## Appendix 1: RSE scheme of work

|                                    | <b>Form 1</b>                                                                                | <b>Form 2</b>                                                                                | <b>Form 3</b>                                                    | <b>Form 4</b>                                                    | <b>Form 5</b>                                                    |
|------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Choices and Challenges</b>      | Car wash touching<br>Caring for pets<br>People who care for us<br>Story time<br>Body outline | Car wash touching<br>Caring for pets<br>People who care for us<br>Story time<br>Body outline | Create a character<br>Conscience alley<br>Overheard conversation | Create a character<br>Conscience alley<br>Overheard conversation | Create a character<br>Conscience alley<br>Overheard conversation |
| <b>Changes Lessons</b>             | L1 Amazing Me                                                                                | L4 I can do                                                                                  | L1 Growing up                                                    | L1 Life Cycle                                                    | L1 Puberty                                                       |
|                                    | L2 Same but Different                                                                        | L5 Being Safe                                                                                | L2 Changes                                                       | L2 Keeping Safe<br>Knowing our bodies                            | L2 Menstruation                                                  |
|                                    | L3 Animals & their Babies                                                                    |                                                                                              | L3 Fact and Fiction                                              | L3 Periods                                                       | L3 Reproduction                                                  |
|                                    |                                                                                              |                                                                                              |                                                                  |                                                                  | L4 Pregnancy & Birth                                             |
| <b>Care and Commitment Lessons</b> | Hygiene                                                                                      |                                                                                              | Friendship                                                       | L1 Healthy Choice Challenge                                      | L1 Healthy Choice Challenge                                      |
|                                    |                                                                                              |                                                                                              |                                                                  | L2 What and Who Helps?                                           | L2 What and Who Helps?                                           |
|                                    |                                                                                              |                                                                                              |                                                                  | L3 Celebrating                                                   | L3 Celebrating                                                   |

| <b>Form 6</b>                                                                                       | <b>Form 7</b>                                                            | <b>Form 8</b>                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils develop understanding & confidence about their body, how it works and changes during puberty | Pupils explore changing relationships, peer pressure & media stereotypes | Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation |
| Valuing Ourselves                                                                                   | Changes Now                                                              | Talking about Relationship and Sex                                                                                                                        |
| Changes                                                                                             | Relationships                                                            | Puberty & Reproduction or Conception, Pregnancy                                                                                                           |
| Puberty                                                                                             | Adolescence                                                              | Perfect Partner                                                                                                                                           |
| Knowing Our Bodies                                                                                  | What's love got to do with it?                                           | Risk Taking: Alcohol                                                                                                                                      |
| Review & Reflect                                                                                    | Risk and Images Review & Reflect                                         | Risk Taking: Sexual Behaviour                                                                                                                             |
|                                                                                                     |                                                                          | Review & Reflect                                                                                                                                          |

## Appendix 2: Sample letter to Parents

Shropshire Respect Yourself:  
Eat Better, Move More, Relationship and Sex Education Programme

Date:

Dear Parents

As a part of your child's education at Packwood, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next ( ) weeks, starting (date), (name of form) will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE lessons in Year (?) will include teaching about (e.g. healthy relationships, including friendships and intimate friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence) . Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Our Relationship and Sex Education (RSE) Policy can be found on the School website. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. If you have any questions or concerns then please do contact me for a chat.

Yours sincerely

### Appendix 3: Governors' Statement

*Governing bodies are required by the 1996 Education Act to prepare and keep up-to-date statements of policy on the content and organisation of any sex education in their schools.*

*They are required to ensure the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'.*

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as relationship and sex education (RSE), placing the emphasis on relationships.

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age-appropriate way through the age ranges. We use the Shropshire Respect Yourself scheme of work and recommended resources. This is a national, award-winning programme, which is cross-phase, providing consistency of approach for our pupils.

The Packwood Acorns teachers, the PSHE teacher and the School Nurse. The work will be integrated into the ordinary life of the class so that both boys and girls will have a clear understanding of, and be in sympathy with, the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate.

Parents are invited to comment on the Governors' policy and also to attend parents' meetings to preview resources and discuss the programme of work. The Head and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education.