



## **Relationships and Sex Education (RSE) Policy**

**Date of last review: July 2026**

**Date of next review: July 2027**

**“Happy, Healthy and Safe”**

### **Introduction**

The aims of Relationships and Sex Education (RSE) and Health Education at Slingsby CP School are to:

- Provide a safe and secure environment, where boundaries of privacy and respect are embedded, in which sensitive discussions can take place so that pupils have confidence to ask questions;

- \*Support pupils in building positive attitudes and skills, promoting healthy norms about relationships on and off line, and about health, including mental health.

- Help pupils develop feelings of self-respect, confidence and empathy;

- Create a positive culture around issues of sexuality and relationships;

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene, using correct terminology for body parts;

- To equip children with the knowledge and skills to assist them to stay safe on and offline.

- \*Help children to feel confident how to seek help when something feels wrong.

- \*To carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE and Health Education;

- \*To foster an open and transparent relationship with parents, to ensure that they feel well informed about their child's teaching and learning.

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos and culture and is reflected in its policies and in the breadth of the curriculum. Due to the personal and social nature of the topics covered in RSE and Health Education, values and attitudes are a central part of the learning and moral development; therefore, the whole school ethos and values support a safe learning environment for RSE and Health Education.

## **Policy development**

This policy has been developed in consultation with staff, parents and Governors.

1. Review – A member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – All school staff were given the opportunity to look at this policy and provide feedback.
3. Parent/Carer consultation – Parents and carers were provided with an opportunity to give their views.
4. Ratification – Once amendments were made, the policy was shared with governors and ratified.

## **Statutory Guidance**

The duties on schools in this area are set out in legislation. 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. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE and schools have a duty to keep a written record when this is the case.

This Policy also takes account of the guidance contained in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued in July 2025. This guidance advises that schools should ensure teaching is sequenced in a way that pupils are supported and equipped with the knowledge to navigate different experiences and changes in a positive way before they occur. At Slingsby school, therefore, children will be taught about puberty from Year 4 onwards and- in Year 6 only- the conception of a baby. If a cohort of children appear to be very mature and knowledgeable in this area, it will be for the class teacher, Headteacher and PSHE lead to discuss how to extend the content of sex education to meet these children's needs.

## **Definitions**

Relationships Education is learning about the emotional, social, and physical aspects of growing up, including relationships, gender and sexuality. It should support children gaining accurate information, develop skills, and form positive beliefs, values, and attitudes. It also gives children essential skills for building positive, enjoyable, respectful, loving, and non- exploitative friendships and relationships, staying safe both on and offline.

Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 and are delivered through the Kapow programme.

These questions answer the question "how do people become parents and carer's?" in an age appropriate way. As part of the life cycle they explain how conception occurs, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting.

## **What values underpin the school's RSE policy, aims, objectives and outcomes for RSE?**

*"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right".*

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance issued in July 2025,

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils is evident in the school ethos and culture and is reflected in its policies and in the breadth of the curriculum, alongside the School Values of Respect, Honesty, Resilience, Expectation and Caring for Others.

## **Curriculum**

• Slingsby School follows the RSE and Health Education programme provided by the Kapow online platform, which includes curriculum-aligned lesson plans, high quality teaching resources and CPD videos to ensure a "whole school approach" to the subject, allowing pupils to revisit familiar topics and build on what they know and learn over time. In addition, staff will be regularly updated as to statutory changes and trained in these areas using the digital Educare training platform.

\*RSE and Health Education lessons will be taught weekly, in a discrete manner.

\*Slingsby School wishes to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. Parents are able to request to view all curriculum materials used to teach RSHE on request. Parents will be provided with online access to individual lessons or whole units of lessons by topic upon request. Further information on the Kapow curriculum and how it is taught in school can be found at the Parent Portal here:

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

\*Information on our RSE and Health Education curriculum is attached at Appendix One to this Policy.

## **Delivery**

Slingsby School believes that a successful Relationships Education, RSE and Health Education programme should be firmly embedded within the school's framework for PSHE and other curriculum areas, including but not limited to Science and R.E.

\*RSE and Health Education lessons will be taught weekly, in a discrete manner.

\*Lessons are delivered so that pupils feel safe. This will be maintained by creating ground rules. Lessons will also encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

• Class teachers deliver the Kapow RSE and Health Education programme which includes curriculum-aligned lesson plans, high quality teaching resources and CPD videos to ensure a "whole school approach" to the subject, allowing pupils to revisit familiar topics and build on what they know and learn over time. In addition, staff will be regularly updated as to statutory changes and trained in these areas using the digital Educare training platform.

\*The topic areas to be covered are as follows:

### **Statutory Key Areas:**

- My Healthy Self
- Connecting with others
- The online world
- Health Protection
- Staying Safe
- Growing up

### **Non-statutory Key Areas**

- Citizenship
- First Aid

- Sex Education

These topics don't feature every year, but at developmentally appropriate points.

## **Assessment**

- Teachers are to complete the school's assessment proforma every term.
- Children from Year 1 onwards should take part in a baseline task (Knowledge Catcher), and then complete the same task at the end of the sequence of lessons to show progress and identify next steps.
- We intend for children to take part in the 'Growing up in North Yorkshire survey biannually. This survey will support the monitoring and evaluation of the RSE provision and identify any emerging issues for pupils.

## **Monitoring and Evaluation**

The RSE and Health Education programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

## **Diversity**

The school strongly believes that all pupils should have access to RSE and Health Education that is relevant to their particular needs. To achieve this, the school's approach to RSE and Health Education will take account of the following:

\*Different ethnic and cultural groups may have different attitudes to RSE and Health Education. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

\*We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

\*On average, about 5% of our pupils will go on to define themselves as Lesbian, gay, or bi-sexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

\*It is stated by the government that pupils from all faiths and cultures have an entitlement to RSE and Health Education. Teaching effective RSE and Health Education means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. When teaching these subjects, the religious background of all pupils will be considered when planning teaching, so that the topics that are included in the governments Relationships, RSE and Health Education guidance from July 2025 are appropriately handled.

## **Special educational needs**

Slingsby School's RSE and Health Education is accessible for all pupils. This is considered by teachers when planning teaching for pupils with special educational needs and disabilities. Slingsby CP School delivers high quality teaching that is differentiated and personalised to ensure accessibility. Our school is mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Teachers take into consideration each child who has SEND might require their RSE being taught in a different way, on a 1:1 basis or the need for more sessions to cement the information taught.

We are also aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues and we will be mindful of this in the delivery of teaching and learning to these pupils.

### **Pupils who use alternative methods of communication**

Some pupils may have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access. (For example, Writing with Symbols computer programme includes 'private' body parts). Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content: self-awareness, gender awareness, body recognition and privacy. Pupils with autism will require individual teaching to meet their specific needs. RSE may be included in a TEACHH programme and Picture Exchange Communication Systems (PECS) is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

### **Right to Withdraw**

Parents cannot withdraw from Relationships or Health Education (which includes the puberty learning outcomes). Parents have no right to withdraw from aspects of the National Curriculum for Science.

However, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This meeting will be documented. If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receives appropriate, purposeful education during the period of withdrawal. A record will be kept of the pupil's withdrawal (Appendix Two).

### **Safeguarding and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously. If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used, for example: 'That is a really interesting question and I need time to think because I want to give you a really good answer.' This then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked; time to consult with the DSL (or in his absence, the Deputy DSL) to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help. If the matter is considered a potential Safeguarding issue, the DSL (on in his absence, the Deputy DSL) will be notified promptly via direct conversation. The Safeguarding issue will also be reported, in detail, on the school CPOMs digital Safeguarding platform.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Designated Safeguarding Lead or Deputy DSL.

The Designated person will then, in line with the School's Child Protection policy, take action as appropriate.

### **A Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular: The senior leadership team will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing. The designated PSHE subject leader will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice; developing the provision to meet students' needs, providing support and resources for staff; arranging staff training; liaison with outside agencies and monitoring and evaluation.

### **Teaching staff**

All teachers are involved in the school's RSE provision. Some RSE is taught through the Health Education programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils; and any teacher can be approached by a student who experiences a difficulty regarding sex or relationships issues. Teachers will be consulted about the school's approach to RSE and aided in their work by the provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Any teacher who feels ill equipped to deliver RSE lessons will consult directly with the Headteacher. Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role.

**Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy, and have regular reports at Governors' meetings.

**Parents/Carers** have a legal right to view this policy and to request to view all curriculum materials used to teach RSE and Health Education on request. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE and Health Education will encourage dialogue between parents/carers and their children.

**Outside agencies and speakers** will work with teachers where appropriate to deliver aspects of the curriculum.

**Pupils** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted with about their RSE needs and their views will be central to developing the provision going forward. Their feedback on the effectiveness and accessibility of teaching techniques will be carefully considered when reviewing the effectiveness of planned units.

### **Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end, ground rules have been agreed to provide a common values framework within which to teach. These are restated and supplemented with suggestions from pupils at the beginning of each RSE lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

## **Answering difficult questions**

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/RSE Subject Leader or Headteacher (DSL) as appropriate.

### **Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. They should report their concerns via the CPOMs digital safeguarding platform as soon as reasonably practicable good to the DSL.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher (DSL) should be informed without delay and the usual child protection procedures followed.

## Appendix One

|        | Autumn 1                                                       | Autumn 2                                                                                    | Spring 1                                                    | Spring 2                                                                    | Summer 1                                                                                | Summer 2                                                              |
|--------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| EYFS   | Self regulation:<br>My feelings                                | Building relationships:<br>Special relationships                                            | Managing self:<br>Taking on challenges                      | Self-regulation:<br>Listening and following instructions                    | Building relationships:<br>My family and friends                                        | Managing self:<br>My wellbeing                                        |
| Year 1 | My healthy self: How can we look after our emotions?           | Connecting with others:<br>How can I help myself and others feel happy and safe?            | The online world: How do we spend time online?              | Citizenship:<br>How can I help others and the environment?                  | Health protection:<br>How can I protect myself and others in daily life?                | Staying safe:<br>How can I stay safe?                                 |
| Year 2 | My healthy self: How can we look after our bodies?             | Connecting with others:<br>How can I build safe, kind and caring relationships with others? | The online world: How can we stay safe online?              | Citizenship:<br>How do people belong to a community and earn money?         | Growing up:<br>How can we look after and respect our bodies as we grow?                 | Staying safe:<br>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:<br>What helps us feel safe and included?                            | The online world: How should we communicate online?         | Citizenship:<br>What rights and responsibilities do we have?                | Health protection:<br>How can we prevent illness and injury and respond if they happen? | Citizenship:<br>What careers do people choose and why?                |
| Year 4 | My healthy self: How can I make healthy choices?               | Connecting with others:<br>How can we respect each other?                                   | The online world: How can we decide what to trust online?   | Citizenship:<br>How can I spend money wisely?                               | Growing up:<br>How will my body and emotions change as I grow up?                       | Staying safe:<br>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:<br>Why are healthy relationships important?                         | The online world: How am I influenced by what I see online? | Citizenship:<br>How can we make a difference in our communities and beyond? | Growing up:<br>How can I manage the changes to my body and emotions as I grow up?       | Citizenship:<br>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 Two

Parent/Carer form requesting their child's withdrawal from sex education within RSE

| To be completed by Parent/Carer                                                    |        |
|------------------------------------------------------------------------------------|--------|
| Name of child:                                                                     | Class: |
| Name of Parent/Carer:                                                              | Date:  |
| Reason from withdrawing from sex education within relationships and sex education: |        |
| Any other relevant information                                                     |        |
| Parent/Carer signature:                                                            |        |
| To be completed by the school                                                      |        |
| Agreed actions from discussions with Parents/Carers:                               |        |

