



Old Basford School

Relationships and Sex Education Policy

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Revision date	Author of changes	Summary of changes
Autumn Term 2025	Emily Singh	No changes have been made but the policy will be reviewed this year in line with government guidance for RHSE 2025 to be put in place September 2026
Autumn Term 2024	Emily Singh	No changes have been made.
Autumn Term 2023	Emily Singh	No changes have been made to this policy, but it may have to be reviewed again later in the year when the government publish the latest guidance regarding the teaching of RSE.
Autumn Term 2022	Emily Singh	No changes have been made.

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1. Introduction

This policy outlines Old Basford School's commitment to providing effective relationships and sex education (RSE) for all pupils. The RSE teaching in our school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. We use lesson plans and teaching resources from two high quality programmes of study, both of which are produced with regard to the statutory guidance issued by the Department for Education. Our teachers can use these resources to support the specific needs of our pupils and the universal needs shared by all pupils. RSE is taught in an age-appropriate manner throughout the school.

2. Aims

At Old Basford School our aim is to Empower, Educate, Equip and Enrich our pupils. We strive to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We support our pupils in learning to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We believe that RSE is an important part of this and includes the emotional, social and cultural development of pupils. This involves learning about healthy relationships, different families, respect, love and care, the physical aspects of growing up, the body, puberty, hygiene, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity.

There is often concern that RSE will encourage sexual experimentation however, evidence shows that those children who receive effective RSE at school are more likely to delay first sexual activity and use contraception. At Old Basford School, we are building the foundation of skills and knowledge that will be developed further at secondary school level.

Our school is committed to relationships and sex education which:

- Provides a framework in which sensitive discussions can take place.
- Promotes safe, equal, caring and enjoyable relationships.
- Discusses real-life issues appropriate to the age and stage of pupils
- Gives pupils opportunities to reflect on values and influences that may shape their own attitudes.
- Enables children to distinguish between fact and opinion using reliable sources of information.

- Gives a view of human sexuality with honest and medically accurate information.
- Fosters gender equality and LGBT+ equality and challenges all forms of discrimination.
- Seeks pupils' views about RSE so that teaching can be made relevant.

3. Policy Development

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

1. Review- all relevant information was collated, including national and local guidance.
2. Staff consultation- teaching and support staff were given the opportunity to review the policy and make recommendations.
3. Parent/Stakeholder consultation- parents and any interested parties were invited to respond via online survey or in writing about the policy.
4. Ratification- once amendments were made, the policy was shared with governors and ratified.

4. Statutory Requirements

As a primary academy, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

The scientific aspects of human reproduction are required by law to be taught to every child. This falls under the heading of 'Human Life Cycle' in the Science programme of study.

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

5. Curriculum

Our RSHE programme is clearly identifiable part of our wider personal, social, health and economic (PSHE) education curriculum, which has planned, regularly timetabled lessons across all key stages. Biological aspects of RSE are taught within the Science curriculum and other aspects are included in Physical Education (PE), computing and religious education (RE).

Our curriculum takes into account the age, needs and feelings of the pupils. If pupils ask questions out of the scope of this policy, teachers will respond in an appropriate manner so that the children are fully informed and do not try to seek answers online.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings.
- How a baby is conceived and born.

6. Safe and effective practice

Our RSE programme aims to meet the needs of all pupils in our school through learning which is appropriate to their age and stage of development including those with special educational needs and disabilities.

There are many different faith and cultural perspectives on aspects of RSE. As a school, we will deliver RSE in a factual, non-judgemental way ensuring that there is no bias to one single faith or cultural viewpoint. We will take a balanced approach that acknowledges the wealth of views, opinions and experiences of our community and teaches tolerance. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with their children. We will use a range of resources that reflect our cultural diversity and encourage inclusiveness. Staff members have access to a faith resource giving faith perspectives on relationships, health and sex education to support their planning and personal

knowledge. This resource was created by a collaboration of key local faith leaders and members of Nottingham City Council in a shared endeavour to promote respectful, positive healthy relationships, and to develop a city, community and society where all are welcome, accepted and understood. Nottingham has been rightly recognised for this high quality work in addition to the RSE charter for schools and annual RSE Day, both of which have received National acclaim.

Parental involvement will be encouraged where appropriate and additional provision for pupil support and staff support will be offered by the school where necessary.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, being taught in each year group throughout school. The curriculum we deliver is progressive, developing the children's knowledge, understanding and skills each year.

This includes:

- Families and people who care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe

Sex education focuses on:

- Physical development during puberty
- Human reproduction

Some elements of RSE are delivered through the National Curriculum for Science:

Key Stage 1 (age 5-7)

Year 1 pupils should be taught to:

- Identify name, draw and label the basic parts of the human body and say which part of the body is associated to each sense.

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults.
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In addition to the Science curriculum and Jigsaw PHSE, we use The Christopher Winter Project to deliver our RSE. These high quality resources are fully compliant with the RSHE statutory guidance.

In Reception, Year 1, 2 and 3 children are introduced to the words 'penis' and 'vagina' to describe private areas of their body and they are given key messages around safe and unsafe touches and who they can go to for help. They also look at differences between boys and girls, different families and hygiene. From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. The learning is built upon in Years 5 and 6. A more detailed breakdown of the lesson content is given in the table below:

The Christopher Winter Project

Year Group	Unit	Learning Intentions 'Pupils will learn...'
Foundation	Our Lives	To consider the routines and patterns of a typical day (washing, getting dressed etc) To understand why hygiene is important. To recognise that all families are different.
1	Growing and Caring for Ourselves	To understand some basic hygiene principles. To introduce the concept of growing and changing. To understand different types of family and who to ask for help
2	Differences	To introduce the concept of male and female gender stereotypes. To identify the differences between males and females. To explore some of the differences between males and females and to understand how this is part of the lifecycle (animals). To focus on sexual difference and name body parts.
3	Valuing Difference and Keeping Safe	To explore the differences between males and females and name the body parts. To consider touch and know that a person has the right to say what they like and dislike. To explore different kinds of families and who to go to for help and support.
4	Growing Up	To explore the human lifecycle. To identify some basic facts about puberty.
5	Puberty	To explore the emotional and physical changes occurring in puberty. To understand male and female puberty changes in more detail. To explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty.
6	Puberty, Relationships and Reproduction.	To consider puberty and reproduction. To consider physical and emotional behaviour in relationships. To explore the process of conception and pregnancy. To explore positive and negative ways of communicating in a relationship.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances and reflecting sensitively on the variety of family structures the children have around them.

Within RSE lessons, children will develop confidence in talking, listening and thinking about relationships and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques e.g. case studies
- Providing a 'question box' during each planned session

- Dealing with children's questions in an appropriate manner
- Using discussion, appropriate resources and role-play
- Encouraging reflection

7. Dealing with questions

As with any topic, children will be asking questions during their RSE lessons to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of lessons, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question, they are to write it down and put it in the question box. This allows the teacher time to ensure that questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group. In this case, the question will be addressed on an individual basis and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to their parent/carer. We may signpost families to other support services such as the school nurse, a helpline etc.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concern about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis. This information will be passed on to the safeguarding team.

Sometimes children may ask questions about issues that are not part of the planned programme. This may show that the taught curriculum is not meeting their needs. This will be fed back to the subject leader as part of the monitoring and evaluation process.

8. Assessment and review

Teachers will use a variety of assessment tools to assess pupil understanding within RSE including questioning, discussion, mind-maps, RAG rating, written reflections and review of their work. Teachers will use informal assessment to revise future RSE plans.

9. Roles and responsibilities

- a) The RSE programme will be led by the PHSE subject leader
- b) The governing body will approve the RSE policy and hold the head teacher accountable for its implementation.
- c) The head teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory parts of RSE.
- d) Staff are responsible for:
 - Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents have requested them to be withdrawn from the non-statutory components of RSE.

- Staff may support each other through observations, team teaching of feeding back from external training events. Visitors from outside of school may be invited to provide support and training to staff.
- e) Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parental consultation and the right to withdraw

We believe that RSE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSE to explain when lessons will take place in different year groups. They will have the opportunity to preview any teaching resources used.

Old Basford School acknowledges that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, respect and cooperation.

To promote this objective, we will:

- Inform parents and carers about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Inform parents when the main relationship and sex education programme in Years 5 and 6 are about to commence and provide opportunities for parents to view any resources or videos being used.

We believe through this mutual exchange of knowledge and information; children will benefit from being given consistent messages about their changing bodies and increasing responsibilities.

Whilst we will always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the non-statutory RSE lessons.

Parents do not have the right to withdraw their children from statutory relationships education but do have the right to withdraw them from the non-statutory aspects of sex education within RSE which is also not covered by the national Curriculum for Science (At OBS this is Christopher Winter Project Lessons in Year 6).

If you have any concerns about the RSE that is provided, please do speak to your child's class teacher or the PHSE Lead (Suzy Sawford).

Requests for withdrawal should be discussed with the head teacher and be put into writing.

11. Confidentiality

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality.

12. Child Protection

Teachers will be aware that effective RSE, which brings an understanding of what is and what is not acceptable, can lead to disclosure of a child protection issue. All staff members are alert to the signs of abuse and will report any concerns or suspicions to a member of the safeguarding team as outlined in the safeguarding policy. Any child protection issues that may arise will be handled sensitively. The Designated Safeguarding Lead (DSL) would be informed, and relevant procedures followed.

13. Monitoring arrangements

The effectiveness and delivery of the RSE programme and policy will be reviewed and evaluated by the PHSE subject leader. This will be achieved by assessing the outcomes of children's learning by conducting:

- Learning walks
- Lesson visits
- Planning and book reviews
- Pupil and staff voice

The review process will also involve:

- Teacher assessment
- Consulting with staff and parents
- Listening to the views of pupils
- Looking positively at any local initiatives that support us in providing the best RSE programme for our pupils.

At every review, the policy will be reviewed and approved by the governing body and the head teacher.

14. Special considerations

Sanitary disposal units are available in some KS2 toilets. Children in year 4 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day. A range of sanitary protection and underwear are always available. Such requests are always dealt with discreetly and on an individual basis.

15. Links with other policies

This policy is linked with the following policies:

- PSHE policy
- Equality policy
- Child protection/Safeguarding policy
- Behaviour policy
- Online safety policy
- Teaching and learning policy

This policy is reviewed annually.