



Four Oaks Primary School

Relationships Education, Relationships and Sex Education and Health Education Policy (RSHE)

Introduction:

The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. This policy is set out to explain how and why sex and relationship education (RSHE) is taught at Four Oaks Primary School.

We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our personal, social, health and economic education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

RSHE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. At Four Oaks, RSHE provides our pupils about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims and Objectives:

The aim of RSHE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- to raise pupils' self esteem and confidence
- respect for their own bodies
- what constitutes as a committed, long-term, and loving relationship
- the importance of family life;
- to help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities

- respect for the views of other people
- the importance of using correct vocabulary
- to be prepared for puberty and adulthood

Legal Requirements:

All schools must teach the following as part of the National Curriculum and **parents do not** have the right to withdraw their child/children.

National Curriculum Science: Key Stage 1

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

Notice that animals, including humans, have offspring which grow into adults.

National Curriculum Science: Key Stage 2

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

RSHE Curriculum at Four Oaks:

- In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how they work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.
- In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- We introduce the topic of puberty in Year 4 and in Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- We share information with parents and carers of children in Year 6 regarding this programme of lessons, to explain what the issues are, how they are taught and the materials the school uses in its teaching. This is shared in the Summer term on our school website.

The following table shows the Sex and Relationships Education (RSHE) curriculum taught at Four Oaks Primary School through our PSHE lessons. One topic is taught in Y2, Y4 and Y6 over a whole term.

	Topic	Pupils learn...
Year 2	Girls, Boys & Families	<ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals • the biological differences between male and female children • about growing from young to old – growing and changing • that everybody needs to be cared for and how to care for others • about different types of family and how their home life is special
Year 4	Growing up and changing	<ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other's questions about puberty with confidence, to seek support and advice when they need it
Year 6	Healthy Relationships and Reproduction	<ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in context of human life cycle • how baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence • where to find support and advice if they need it



The yellow flag symbol, on the whole school curriculum overview and year group curriculum overview demarcates PSHE topics and lessons that directly relate to Relationships and Sex Education.

Inclusion:

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sex, sexual orientation, transgender, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

The Role of Parents:

The school is aware 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, trust and co-operation.

In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

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

Parents will not be able to withdraw their children from any aspect of the Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their children from aspects of Sex Education other than those which are part of the science curriculum.

Confidentiality & Safeguarding:

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the safeguarding lead or the Head teacher.

Monitoring and Review:

The Headteacher, PSHE subject leader and Safeguarding and Wellbeing Leader monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

Date: Summer 2025