



Bishop Tufnell CE Primary School Sex and Relationship Policy

Introduction

The teaching of Sex and Relationships Education at Bishop Tufnell CE Primary School is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. This is in line with our Christian vision and values. We believe that the teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

The policy has been developed to ensure that staff and parents / carers are clear about the statutory (and non-statutory) requirements regarding Sex and Relationships Education. It is our intention that all children have the opportunity to experience a programme of Sex and Relationships Education at a level, which is appropriate for their age and physical development with differentiated provision if required.

Aims of Sex and Relationship Education

Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- Help children to make and maintain safe, happy and positive relationships
- help children to develop feelings of self-respect, self-esteem, self - confidence and empathy;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies

- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate.

Context

We teach Sex and Relationships Education in the context of the school's E4S framework. Whilst Sex and Relationships Education in our school means that, we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Sex and Relationships Education with the beliefs that:

- SRE should be taught in the context of loving relationships and family life;
- SRE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;

- children should learn about their responsibilities to others, and be aware Of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.
- See below for our E4S (Education for Safeguarding) curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Throughout the year, the EYFS children will work regularly on the following areas that lead them into their KS1 and 2 E4S curriculum in these areas of learning and development: understanding the world; expressive arts and design; personal, social and emotional development; communication and language.					
Year 1/2	Being safe: body privacy and saying yes or no, worries and asking for help. Identity: similarities and differences, growth.	Eating well and being active: being healthy and active, food practice and choice.	Feelings and attitudes: coping with feelings, feeling happy and sad, feelings and impact on self and others emotional resilience – recognising feelings.	Keeping safe and risks – feeling safe, fair and unfair/right and wrong, rules. Keeping safe and emergencies: helping us stay safe, staying safe emergencies.	(Drugs, alcohol and tobacco): medicines and safety, looking after our bodies safely. Staying safe online – privacy and information.	Online relationships and media: private and privacy, being safe in unfamiliar situations.
Year 3/4	Transition: understanding changes	Relationships: friendships and bullying, community and belonging.	Being safe: body privacy, saying yes or no, secrets.	Online content and critical thinking: online vs real world, validity of information.	Family and friendship. Relationships – types of relationship.	Family and friendship. Relationships – changes and when relationships go wrong.
Year 5	Online relationships and cyber bullying: cyber bullying and negative behaviours. Knowing people online	Emotional resilience – feelings and emotions.	Sense of self image and representations, self-esteem.	Identity – media influences (masculinity and femininity), gender expectations.	Identity – body changes and puberty.	Keeping safe and emergencies – risk, hazard and emergency. Responsibility to be safe.
Year 6	Transition – learning and achievement. Wellbeing – health and well being	Feelings and attitudes – changing feelings, dealing with strong feelings, challenging the impact of feelings on self.	Hygiene and protecting your health – cleanliness and germs. Identity – body changes and puberty. Family and relationships. Relationships and conception.	Drugs, alcohol and tobacco. Everyday substances including caffeine, tobacco and smoking, pressure, influence, drugs and usage.	Online relationships and media – personal boundaries and the right to privacy. Pressure to share and dares. Online reputation – online profiles and age appropriateness. Identity – gender expectations.	Transition – achievements, understanding change, saying goodbye and moving on.

Pupils with Special Educational Needs and Disabilities

Relationships Education, RSE and Health Education must be accessible for all pupils and this is particularly important when planning for pupils with special educational needs and disabilities. At our school, high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

The Role of Parents

The school is well aware that the primary role in children's Sex and Relationships 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 and Relationships Education policy and practice;
- answer any questions that parents may have about the Sex and Relationships Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Confidentiality

Teachers conduct Sex and Relationships 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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy and safeguarding procedures.

Ground Rules

A set of ground rules agreed between children and teacher helps create a safe environment of mutual trust and respect in which no one pupil or teacher should feel vulnerable, embarrassed or anxious about unintended or unexpected questions that may arise and in which professional boundaries are maintained and respected. Ground rules should be developed with each class or year group.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, but not statutory Relationship or Science lessons. However, should a parent/carer be considering such a step, it should be discussed through with the child and their class teacher, and then, if necessary, with the Headteacher.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Scrutinised and adopted by the Curriculum Committee on 5th March 2025.