



Bingham Primary School

Policy Document

Policy Name: Relationships and Sex Education Policy

Date: Oct 2024

Review: Oct 2025

Relationships, Sex Education and Health Education Policy

Statement of Intent

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Statement of intent

At Bingham Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic personal and social lives in a positive way.'

DfE Guidance on Relationships Education, Sex Education and Health Education 2019



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1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

2. Roles and responsibilities

The Local School Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.



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The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Modelling and implementing the school values and the Bingham Belief.

“At Bingham Primary School we believe we can achieve anything if we work hard and believe in ourselves.”



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- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO/Inclusion Lead is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**. At Bingham Primary School, we use Jigsaw to teach PSHE and RSE and this is adapted to the needs of the children where appropriate.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- [Questionnaires and surveys](#)
- [Focus groups](#)
- [Meetings](#)
- [Training sessions](#)
- [Newsletters and letters](#)



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Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- [Organising a meeting with the headteacher.](#)
- [Emailing enquiries@bingham-cit.co.uk](mailto:enquiries@bingham-cit.co.uk)
- [Submitting written feedback into the suggestions box in the school office.](#)

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. PHSE and RHSE overview

The school always considers the age and development of pupils when deciding what will be taught in each year group.

A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.



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Foundation Stage

Being me in my world

- Self identity
- Understanding Feelings
- Being in a classroom
- Being Gentle
- Rights and responsibilities

Celebrating Difference

- Identifying talents
- Being special
- Families
- Where we live
- Making friends
- Standing up for yourself

Dreams and Goals

- Challenges
- Perseverance
- Goal setting
- Overcoming obstacles
- Seeking help
- Achieving goals

Healthy Me

- Exercising bodies
- Physical activity
- Healthy food
- Sleep
- Keeping clean
- Safety

Relationships

- Family life
- Friendships
- Breaking friendships
- Falling out
- Dealing with bullying
- Being a good friend

Changing Me

- Bodies
- Respecting my body
- Growing up
- Growth and change
- Fun and fears
- Celebrations



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Year 1

Being me in my World

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Owning the learning charter

Celebrating Difference

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating differences in everyone

Dreams and Goals

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success

Healthy Me

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

Relationships

- Belonging to a family
- Making friends/being a good friend
- Physical contact preferences
- People who help us
- Qualities as a friend and a person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships

Changing Me

- Life cycles – animal and human
- Changes in me



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- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change
- Transition

Year 2

Being me in my World

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings

Celebrating Difference

- Assumptions and stereotypes about gender
- Understanding bullying and standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

Dreams and Goals

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

Healthy Me

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food



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Relationships

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation for special relationships

Changing Me

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies (correct terminology)
- Assertiveness
- Preparing for transition

Year 3 & 4 (Year A)

- Being me in my World
- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others 'perspectives

Celebrating Difference

- Families and their differences
- Family conflict and how to manage it (child-centred)
- Witnessing bullying and how to solve it
- Recognising how words can be hurtful
- Giving and receiving compliments

Dreams and Goals

- Difficult challenges and achieving success
- Dreams and ambitions
- New challenges
- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Evaluating learning processes



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- Managing feelings
- Simple budgeting

Healthy Me

- Exercise
- Fitness challenges
- Food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe and why it's important online and off line scenarios
- Respect for myself and others
- Healthy and safe choices

Relationships

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online and who to go to for help
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation for family and friends

Changing Me

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Preparing for transition

Year 3 & 4 (Year B)

Being me in my World

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour



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Celebrating Difference

- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving
- Identifying how special and unique everyone is
- First impressions

Dreams and Goals

- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group
- Celebrating contributions
- Resilience
- Positive attitudes

Healthy Me

- Healthier friendships
- Group dynamics
- Smoking
- Alcohol
- Assertiveness
- Peer pressure
- Celebrating inner strength

Relationships

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and Falling Out
- Girlfriends and boyfriends
- Showing appreciation to people and animals

Changing Me

- Being unique
- Having a baby
- Girls and puberty
- Confidence in change



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- Accepting change
- Preparing for transition
- Environmental change

Year 5 & 6 (Year A)

Being me in my World

- Planning the forthcoming year
- Being a citizen
- Rights and responsibilities
- Rewards and consequences
- How behaviour affects groups
- Democracy, having a voice,
- Participating

Celebrating Difference

- Cultural differences and how they can cause conflict
- Racism
- Rumours and name-calling
- Types of bullying
- Material wealth and happiness
- Enjoying and respecting other cultures

Dreams and Goals

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others (charity)
- Motivation

Healthy Me

- Smoking, including vaping
- Alcohol
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour



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Relationships

- Self-recognition and self-worth
- Building self-esteem
- Safer online communities
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Dangers of online grooming
- SMARRT internet safety rules

Changing Me

- Self- and body image
- Influence of online and media on body image
- Puberty for girls
- Puberty for boys
- Conception (including IVF)
- Growing responsibility
- Coping with change
- Preparing for transition

Year 5 & 6 (Year B)

Being me in my World

- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued
- Choices, consequences and rewards
- Group dynamics
- Democracy, having a voice
- Anti-social behaviour
- Role-modelling

Celebrating Difference

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy



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Dreams and Goals

- Personal learning goals, in and out of school
- Success criteria
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments

Healthy Me

- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'county lines' and gang culture
- Emotional and mental health
- Managing stress

Relationships

- Mental health
- Identifying mental health worries and sources of support
- Love and loss
- Managing feelings
- Power and control
- Assertiveness
- Technology safety
- Take responsibility with technology use

Changing Me

- Self-image
- Body image
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition



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6. Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging



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openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Quizzes
- Written assignments
- Group presentations

- Group tasks
- Projects

7. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.



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- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

8. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.



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The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

9. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

10. Withdrawing from the subjects

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.



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11. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

12. Staff training

All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

13. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

14. Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny



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The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

15. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an **annual** basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is **October 2025**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.