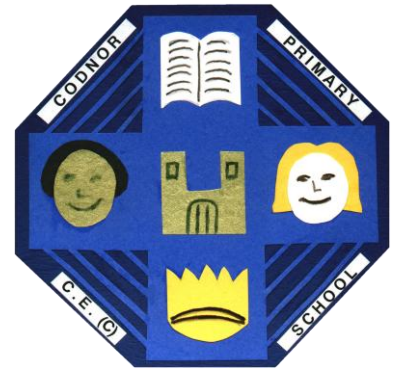


Codnor Community Primary School



Sex and Relationships Education Policy

Updated: September 2025

CODNOR COMMUNITY PRIMARY SCHOOL

Policy for Sex and Relationships Education

Our school vision

Codnor Community Primary School, Church of England Controlled, is committed to attaining high standards by creating a happy, secure learning environment in which all members of the community can grow in self-esteem, achieve full potential and develop spiritual awareness within the Christian faith.

Learn, strive and achieve in a caring Christian environment.

Introduction

Sex and Relationships Education (SRE) is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. At Codnor Primary School, we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions about their lives and to safeguard young people. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy) yet is delivered in a sensitive way which reflects our Church of England ethos.

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education and Health Education (July 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education (RSE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Aims

The aim of Relationships and Sex Education at Codnor Primary School is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing. This is done considerably and sensitively in-line with our Christian ethos:

The aims of SRE are to enable the children to:

- cope with the physical and emotional challenges of growing up;
- have an elementary understanding of human reproduction;
- be prepared for the opportunities, responsibilities and experiences of adult life;
- develop a sense of mutual respect for others
- promote the spiritual, moral, social, cultural, mental and physical development of pupils.

SRE should:

- lay the foundation for personal and social development;
- prepare children for puberty;
- develop skills and self-esteem to help children enter adolescence;
- address concerns and correct misunderstandings children may have gained from the media and their peers;
- develop skills to help children avoid and resist unwanted sexual experiences;
- promote the importance of values, individual conscience and moral considerations;

- promote the value of family life, marriage and stable, loving relationships for the nurture of children
- be underpinned by our Christian values

Legislation and statutory requirements

There are several pieces of legislation which set out measures and actions for the teaching of RSE within schools including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education [updated September 2021]
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- The Religious Education Policy
- The PSHE Policy
- The Safeguarding Policy

Roles and Responsibilities

RSE coordinator[s]: Bridget Rogers and Becky Hibbitt

Class teachers will be responsible for delivering RSE. There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff support the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Content and delivery

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As a school, we have adopted the Derbyshire County Council's 'PSHE Matters' framework, where units are split over a half term basis on a two-year cycle: Cycle A and Cycle B. The units in the PSHE Matters document have been allocated specifically to each half term by the RSE co-ordinator to link to our whole school behaviour strategy. This ensures that RSE and PSHE are not taught as stand-alone curriculum areas. The units of 'Changes' and 'Growing up' link closely together in relation to RSE so have been carefully planned in half terms next to each other to ensure progression.

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 1-2	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 3-4	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up
Year 5-6	Being healthy	Safety First	Being Responsible	Being Me	Changes	Growing Up

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 1-2	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 3-4	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships
Year 5-6	Drug Education	Exploring emotions	Money Matters	Bullying Matters	Difference & Diversity	Relationships/ Growing Up

We recognise that RSE does not come just through the curriculum. In responses to sex related issues, in particular the 'Relationships' and 'Changes' units of work, all staff will model positive, matter of fact answers in an age appropriate way. Where sexual intercourse is discussed, the RSE co-ordinators and teachers have developed a progressive vocabulary list for staff to use. We have a spiral, progressive curriculum that begins in EYFS and works on a two-year cycle.

EYFS

EYFS follow the Personal, Social and Emotional Development under the Early Learning Goals. However, specific objectives are formed into the RSE curriculum to ensure progression through all the year groups. The objectives are predominantly about safeguarding children and ensuring correct hygiene.

The non-statutory Development Matters/Early Years outcomes have informed the content in each module. For the 'Growing Up' model, where RSE is taught within the later years, the scheme has suggested content related to Early Learning Goals across a range of areas of learning. The teacher has the responsibility, in liaison with the RSE co-ordinators, to decide what is taught. This non-prescriptive approach allows schools to develop a relevant curriculum based on pupils' and community needs

The PSHE Matters Scheme Overview

As a school, we follow the PSHE Matters scheme which:

- promotes best Personal Social and Health Education (PSHE) practice
- builds on established practice in primary schools
- presents a spiral curriculum which is easy to understand and accessible to all
- increases teacher confidence, particularly around teaching sensitive issues
- eases teachers' workload by providing creative lesson ideas
- provides formative and summative assessment activities
- improves pupils' emotional literacy
- helps pupils to stay safe and healthy
- impacts positively on the school ethos/culture, help prepare pupils for life and work by developing 'Skills for Life'
- provides an integrated framework for delivery of Relationships Sex and Health Education

Relationships education

When teaching the relationships side of SRE, the focus in our school is focusing on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. From EYFS, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Year 1 & 2	Year 3 & 4	Year 5 & 6
Friendships	Friendships	Friendships
▪ Explain what makes a good friend/friendship. ▪ Talk about some ways to make friends. ▪ Explain basic techniques for resisting pressure. ▪ Recognise kind and unkind behaviour. ▪ Name the special people in their lives. ▪ Resolve conflict in simple ways e.g. choosing to share, take turns, etc. ▪ Tell someone if you are worried about something in a relationship/family.	▪ Identify what makes a positive healthy or unhealthy friendship. ▪ Identifying strategies to build friendships. ▪ Understand the difference between persuasion, influence and pressure. ▪ Explain how kindness can support wellbeing. ▪ Recognise there are different types of relationships. ▪ Explain what can cause arguments with friends and describe some ways to resolve them. ▪ Recognise the importance of asking for help if we feel worried, lonely or excluded.	▪ Reflect on what the qualities of a good friendship/relationship are and are not. ▪ Identify and apply strategies that support healthy friendships. ▪ Use strategies to manage peer influence and the need for peer approval. ▪ Explore what a loving caring relationship means. ▪ Understand what marriage and civil partnership means. ▪ Understand that forced marriage is a crime. ▪ Use strategies to positively resolve disputes and reconcile differences in friendships. ▪ Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options
Year 1 & 2	Year 3 & 4	Year 5 & 6
Families	Families	Families
▪ Talk about some ways that their family is the same or different to others. ▪ Describe some things they enjoy doing with their family and how it makes them feel.	▪ Recognise that there are different types of family structures. ▪ Explain what it means to be part of a family.	▪ Explore and respect that there are different family structures in society. ▪ Reflect on how being part of a family provides stability and love

Sex education

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The units of 'Changes', 'Growing Up' and 'Relationships' include RSE objectives, although objectives overlap and appear in other units in addition to this. This is the coverage for each of the individual year groups, for Year 1 – Year 6.

Year 1 & 2	Year 3 & 4	Year 5 & 6
Growing and Changing	Growing and Changing	Growing and Changing
- Name the main parts of the body including vagina and penis. - Recognising the difference between male and female body parts. - Understand the human life cycle and that people grow from young to old. - Describe ways that people's needs and bodies change as they grow. - Talk about some ways to keep clean. - Understand that babies grow in the mothers' body and have particular needs when they are born. - Recognise what makes them special and unique.	- Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. - Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. - Explore physical and emotional changes that happen during puberty. - Explain how daily hygiene helps to reduce the spread of infection. - Explain how adults care for a baby during and after pregnancy. - Recognising that individuality and personal qualities contributes to who we are.	- Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Explain the how babies are conceived, born and cared for. - Identify the physical and emotional changes that happen when approaching/during puberty. - Know some key facts about menstruation. - Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. - Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. - Identify and value personal strengths, skills, achievements and interests.
Year 1 & 2	Year 3 & 4	Year 5 & 6
Privacy, boundaries & consent	Privacy, boundaries & consent	Privacy, boundaries & consent
Understand that some parts of the body are private. Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help	Explain what is meant by privacy and personal boundaries. Recognise uncomfortable/comfortable behaviour online/offline. Know when it is right to break or keep a confidence or share a secret. Know how to ask for help	Understand what consent means and how to seek and give/not give permission in different situations. Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

Links to the Science curriculum

As part of the statutory Science curriculum, pupils also learn about the following objectives in relation to RSE:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

NB: Parents/Guardians do **not** have a right to remove their child from the teaching of the Science Curriculum

Organisation

Class teachers will deliver the programmes as appropriate, and will use a range of different strategies such as discussion, role-play, practical activities, games and group work. We offer children opportunities to talk in confidence to members of staff where they feel the need to do so.

In KS2, some classes will be organised into single-sex groups to discuss some issues where there may be embarrassment for some pupils. This is particularly effectively used in Year 5 and 6 where discussion more sensitive issues.

Teachers will answer children's questions in an open and factual way, and 'ground rules' will be established before discussions take place. Teachers will not enter into discussions about personal issues and lifestyles. Teachers will deliver RSE in reflection of school's strong Christian ethos.

Planning

The SRE Co-ordinator is responsible for the overall planning and delivery of the programme. Individual class teachers will plan their lessons accordingly, following the framework for PSHE Matters to ensure progression throughout the school. In school, the units of 'Changes', 'Relationships' and 'Growing up' are taught from EYFS to Year 6 to fully cover the RSE curriculum.

Assessment and Recording

Evaluation is the responsibility of all teachers, to monitor and evaluate the provision made for SRE, in order that all pupils make the best progress they can. This will include regular evaluation of the content, pupils' progress and teaching styles; the effectiveness of any INSET provided either internally or by external agency is also evaluated. Evaluation may be through a number of methods including:

- assessment of pupils' achievements;
- analysis of teachers' planning;
- discussion among staff;
- external inspection and advice.

Evaluation will be conducted according to the priority given to the subject within the School Improvement Plan. There are two subject leaders for RSE, alongside a team for supporting the delivery, assessment and recording of RSE throughout the entire school who will monitor it on a regular basis throughout the academic year.

RSE for pupils with SEND

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties, considering their personalised targets which have been set. In liaison with our school SENDCO, alongside any external professionals, when some children will find it hard to learn in a busy classroom, we will ensure these pupils take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Resources

Resources are selected to match the age and understanding of the groups of children. It is the responsibility of teachers to inform the co-ordinator of the need to replace damaged resources or to purchase further necessary resources.

Child Sex Abuse Procedures

The Child Safeguarding Procedures as laid down by Derbyshire Education Authority will be followed. All referrals, whatever the origin, must be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted by Derbyshire for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive are based on the principle that the interests and welfare of the child are of paramount importance.

Confidentiality must not prevent action if the child is "at risk." Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above procedures, a copy of which is available for parents in school.

Right to withdraw

It is important to our school that parents/guardians feel supported and informed regarding their child's teaching of SRE at school. There is **no right** for parents/guardians to withdraw from Relationships Education or Health Education. However, parents and guardians **do** have a right to request the withdrawal of their child *from some or all of **sex education*** delivered as part of statutory RSE

Before its teaching, parents/guardians are fully consulted and informed regarding what the lessons include. Workshops are delivered and staff are **always** on hand to discuss any questions parents/carers may have.

If a parent or guardian has any concerns regarding this area of the curriculum, they are encouraged to arrange an appointment with the SRE co-ordinators or the Headteacher to discuss them.

Parents do have a right to request the withdrawal of their child from some or all of sex education delivered as part of statutory RSE, after a discussion with the appropriate staff as detailed above. The parents'/guardians' wish to withdraw their child will be respected and as a school, we will document this request ensuring a record is kept.

Procedures for the Involvement of Health Professionals and Visitors

All visiting health professionals and other visitors will only be involved in the implementation of the SRE Policy after detailed consultation concerning lesson content and method of teaching. On the occasions that a visiting health professional is involved, the class teacher will remain in the lesson throughout.

Monitoring and Evaluation

The SRE Co-ordinators are responsible for reviewing, monitoring and evaluating the Policy in consultation with the rest of the staff.

Policy Review

A review of the Policy will take place in line with the School Improvement Plan and will be completed annually. Each review of this policy will be approved by parents and governors.

Governor Approval

Any amendments to the Policy before its annual review will be presented to the Governors for approval at the next available meeting.

Mrs R Hibbitt
SRE Co-ordinator
September 2025