



Millhouse

Primary School and Nursery

Relationship & Sex Education Policy

To be reviewed: Autumn 2025

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Relationships and Sex Education Policy

Rationale

At Millhouse Primary School & Nursery, we believe relationships and sex education should be taught in manner that is sensitive and relevant to the needs of the children. Although sex education is not part of the national curriculum for Primary School, we feel that our current programme of work prepares children for the relationships they may encounter in life and give children an understanding of feelings that may arise in differing situations. We also believe that through the teaching of relationship & sex education we promote moral understanding. All teaching is appropriate for each child's stage of development.

At Primary School level, it is statutory to teach Relationships Education through the updated programme for Personal, Social & Health education (PSHE), however, our plans go beyond what is compulsory and address the needs of our specific community context. RSE compliments our PSHE curriculum.

Aims

Our aims

- ✓ For children to be able to understand the changes their bodies will go through as they grow up.
- ✓ For children to understand the feelings they may encounter during relationships
- ✓ For children to understand how babies are created and the responsibility of having a child
- ✓ For children to know there are different types of relationships that people may enter into
- ✓ For children to understand how the media represent sex and relationships and how this often does not match everyday life
- ✓ For children to appreciate that understanding of RSE varies according to age and therefore should not be discussed with children younger than themselves

Organisation & Implementation

We teach sex and relationship education across Key Stages 1 and 2 and have chosen learning objectives that are appropriate to each year group; for example, in Year 1 children learn that animals and creatures have babies and name what we call these (dog / puppy, cat / kitten) and they look at animal life cycles, in Year 3 children learn the names of human body parts and in Year 5 and 6 they learn more about human reproduction and puberty. Areas that each Year group study can be found in our scheme of work overview which is at the end of this policy.

Inclusion

All teachers understand that it is their responsibility to make RSE accessible for every child. We are also sensitive the needs of individual children and will make sure that children are included or supported in a way that is appropriate for them.

Equality Statement

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all children and adults with identified specific needs and disabilities are able to participate in all areas of the curriculum and if necessary, make any 'reasonable adjustments' to ensure this occurs.

Information and Involvement of parents and the community

Parents have the right to opt their child out of the learning and teaching of RSE. They will be informed before the children start the programme of study so that they may exercise this right. At Millhouse Primary School & Nursery, we encourage parents/carers to be supportive in the learning and teaching of RSE, so they are invited to discuss the content with their child's teacher or a member of the senior management team. This also allows the teachers to answer any immediate questions the parents/carers may have and give all parties a clear insight into what the children will watch and learn.

Monitoring and Evaluation

The Head of School will decide if there needs to be any formal monitoring of RSE. It is the responsibility of the class teachers to monitor the effectiveness of the programme of study and to speak to the headteacher if they feel it is not meeting the needs of the children.

Assessment & Record Keeping

Assessments will be formative and kept as notes, where applicable, by the teacher. There is no requirement for staff to keep formal assessments of the attainment of children in RSE. These notes may be used to highlight any concerns or worries the children may convey, for example: questions asked or comments made by the children. These may need to be shared with the head teacher if the class teacher deems it appropriate. Parents will also be informed if the school has concerns.

Review

This policy will be reviewed every 3 years.