



Somerford Primary School

Relationships and Sex Education Policy

Updated: July 2025

Review: July 2026

"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 2019

Context:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social and Health Education (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Somerford Primary School we value Personal, Social, Health Education as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Through using the SCARF Programme we follow a comprehensive Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

SCARF also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships, Sex and Health Education overview

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance 2019

At Somerford Primary School we include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use SCARF as our chosen teaching and learning programme and tailor it to our children's needs. The table below gives the learning theme of each of the units that are taught across the school; the learning deepens and broadens every year.

Appendix A shows

SCARF PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Appendix B below shows the finding of SEF (Sex Education Forum) which shows the benefits of teaching RSE in primary schools and has supported how SCARF has tailored its SRE coverage. **(See Appendix B)**

Relationships Education

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Whilst the 'Me and My Relationships' unit in SCARF covers the statutory Relationships Education, some of the outcomes are also taught elsewhere in SCARF e.g. the Valuing Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Whilst the 'Growing and Changing' unit in SCARF covers most of the statutory Health Education, some of the outcomes are taught elsewhere in SCARF e.g. emotional and

mental health is nurtured, social skills are grown every lesson through group activities and respect is enhanced through establishing a supportive classroom environment in which to share ideas and thoughts.

Also, teaching children about puberty is now a statutory requirement which sits within Health Education part of the DfE guidance within the 'Growing and Changing' unit of SCARF.

Sex Education

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, how a baby is conceived and born'.

At Somerford Primary School, we define Sex Education as understanding human reproduction. We intend to teach this through our science curriculum and through the SCARF Growing and Changing unit. Year 5 also cover some areas of the government guidance in science. we learn about the human timeline, from pre-natal to old age, the different development stages of babies, how our bodies change during puberty, the gestation period of different animals and how our bodies change as we grow old. Parents do not have the right to withdraw their children from these lessons.

In the Growing and Changing unit (Puberty lesson) children are taught about different parts of their body and how their bodies change during puberty. Upper Key Stage Two builds upon prior learning and children are taught, in age appropriate terms about conception.

Parents will be informed in advance of the Sex Education lesson taking place and are welcome to view the resources used in the lesson. Parents then have a right to withdraw from the year 6 lesson 'Making Babies', should they wish, by writing to Mrs Frampton in advance.

Please see Appendix C for information sent to Year 5 and 6 parents

Vocabulary

At Somerford Primary we believe that using the correct language to name body parts is important to avoid misconceptions and misunderstandings as the children grow older. This begins in Year One where the words vagina, penis and testicles are taught. In Year Two we revisit these terms and also introduce vulva and anus. By the end of Year 6, children will understand the names for the internal reproduction body parts as well as the external ones. This includes breasts, sperm, egg, ovaries, womb, ovary and fallopian tubes. These are taught within our Growing and Changing unit during the Puberty lesson.

Equality and LGBTQ (Lesbian, Gay, Bi-Sexual, Transgender, Queer)

At Somerford Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

The statutory guidance states that

"...we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." (section 37).

Coram Life Education takes a values-led approach in the design and delivery of its education programmes and resources. SCARF plans anticipate and encourage the inclusion of people with LGBT identities in discussions from the early years, where children are also encouraged to talk about the people who are special to them and who provide a nurturing environment. SCARF includes LGBT identities content throughout the school years as part of a spiral curriculum and teaching about this is integrated into lessons about families, marriage, civil partnerships, similarities and differences, stereotyping, prejudice, media, puberty, bullying, body image and diversity, as required by the guidance.

It should be noted that Ofsted have released guidance about how they will inspect schools and that *"...it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* Ofsted 19/04/21. They also state that:

"Schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected."

The SCARF unit, 'Valuing Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports Somerford Primary School with our obligation to align with the Equality Act 2010.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using SCARF will be compliant with these new regulations.

In our PSHE / SRE lessons, any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families. Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues. SCARF's philosophy is about inclusion and valuing all children.

Appendix A

At Somerford, we teach Growing and Changing in Summer 1 rather than Summer 2. Children can sometimes be experiencing transition worries and anxieties in Summer 2 as they prepare to move onto their next Year Group so the change in our timetabling allows for extra discussion time to address this in the Being my Best unit.

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix B

The Sex Education Forum (SEF) has published an updated and accessible summary of the latest research evidence about Relationships and Sex Education (RSE). It includes sections on what RSE aims to achieve; what children and young people say; a summary of the latest research evidence about the impact of RSE on young people's health and well-being, and the features of effective RSE. The briefing was produced with input from leading academics as well as contributions from others, including Coram Life Education, and includes all references to the research cited. Regarding primary RSE here are the key takeaways:

- In SEF's 2021 poll, young people said they would like to have more open conversations with parents and carers from a younger age
- There is strong evidence for the effectiveness of child sexual abuse prevention efforts, including teaching young children about body autonomy and communication
- Children who are taught lessons aimed at preventing sexual abuse at school are more likely to tell an adult if they have had, or were actually experiencing sexual abuse
- Where school-based programmes increased reporting of domestic violence, one of the most common benefits was an increase in children knowing how to identify a trusted person to whom they would report abuse
- Positive effects of RSE include increased communication with parents and carers about sex and relationships
- An LGBT+ inclusive curriculum was associated with higher reports of safety for individuals and lower levels of bullying in school; reports of adverse mental health among all young people, irrespective of gender or sexual orientation, were also lower
- RSE contributes to changes beyond health outcomes, including increasing gender equality, and building stronger and healthier relationships
- RSE works best if it is delivered in primary school onwards, starting with topics such as personal safety, bodily boundaries and friendships, and responds to the needs of young people as they mature
- Both primary and secondary school pupils, particularly girls, said they need RSE to start earlier
- 25% of girls did not know what to do when they started their period
- Addressing Sexual Harassment requires a whole-school approach that includes not only RSE but leadership strategies, policies and procedures, and myth-busting among staff

Appendix C

Year 5

Tuesday 22nd April 2025

Dear Parent/Carer,

Year 5 'Growing and Changing' Relationships and Sex Education Unit

Promoting the health and well-being of our pupils is an important part of children's overall education. We do this through our Personal, Social and Health and Economic (PSHE) curriculum. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks, our school will be focusing on part of our SCARF PSHE scheme to deliver some of the Relationships and Sex Education (RSE) aspects of our PSHE programme to Year 5 children. It became a legal requirement in September 2020 for Relationships and Sex Education to be taught across the school, in an age and developmentally appropriate way. The design of the programme has included the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

The lessons delivered to our pupils will focus on body changes and keeping safe. Your Year 5 child will be exploring these themes by examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond to unwanted physical contact?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

During these lessons, correct vocabulary will be taught and shared with your child. Appropriate questions that arise from the children during the lessons will be answered honestly and factually. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and have been tailored to suit our children's needs.

If further advice/support is required or you have any questions about the programme, please do not hesitate to speak to your child's class teacher or contact me via office@somerford.dorset.sch.uk

Yours Sincerely,

Mrs Hudson
PSHE Leader

Year 6

Tuesday 22nd April 2025

Dear Parent/Carer,

Year 6 'Growing and Changing' Relationships and Sex Education Unit

Promoting the health and well-being of our pupils is an important part of children's overall education. We do this through our Personal, Social and Health and Economic (PSHE) curriculum. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

In the next few weeks, our school will be focusing on part of our SCARF PSHE scheme to deliver some of the Relationships and Sex Education (RSE) aspects of our PSHE programme to Year 6 children. It became a legal requirement in September 2020 for Relationships and Sex Education to be taught across the school, in an age and developmentally appropriate way. The design of the programme has followed the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children in supporting them with their transition to secondary school.

The lessons delivered to our pupils will focus on body changes and keeping safe. Your Year 6 child will be exploring these themes by examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- How do humans reproduce?
- Can people of the same sex love each other? Is this okay?
- How do I feel about growing up and changing?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn't respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

During these lessons, correct vocabulary will be taught and shared with your child. Appropriate questions that arise from the children during the lessons will be answered honestly and factually. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability and have been tailored to suit our children's needs.

It is strongly recommended that all children receive this education in order for them to have a full understanding before they begin to enter adulthood. However, if you are considering withdrawing your child from these lessons, then please discuss this with Mrs Frampton by before 30th April 2025.

Parents are invited to see the slides the children will be shown if you wish to. You may also ask any questions or share any queries at this time. This meeting will take place on Monday 28th April 2025 at 3.30pm in Mrs Hudson's Classroom. If further advice/support is required or you have any questions about the programme, please do not hesitate to speak to your child's class teacher or contact me via office@somerford.dorset.sch.uk

Yours Sincerely,

Mrs Hudson
PSHE lead