



Somerford Primary School

Relationships and Sex Education Policy

Updated: October 2026

Review: July 2027

This policy has been reviewed against the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy and Equality Objectives.

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 personal development, wellbeing, safety and readiness for life. Through the SCARF Programme, children develop the knowledge, skills and attributes required to build healthy relationships, stay safe both online and offline, maintain positive physical and mental health, recognise risk, respect difference and seek help when they need it.

Our curriculum reflects the statutory Relationships Education, Relationships and Sex Education and Health Education guidance and is designed to respond to the opportunities and challenges children experience in today's society, including digital technologies and online interactions.

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

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)**

Safeguarding

Relationships, Sex and Health Education forms an important part of our safeguarding curriculum. Through age-appropriate teaching, children learn:

- how to keep themselves safe;
- how to identify trusted adults;
- the importance of personal privacy and body boundaries;
- how to recognise unsafe situations;
- how to seek help and report worries;
- that they have a right to feel safe, respected and listened to.

Teaching is delivered within a safe and supportive environment and is underpinned by the school's safeguarding procedures and child protection responsibilities.

Relationships Education

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

Relationships Education helps children develop the knowledge and skills needed to build positive, respectful relationships throughout their lives.

Children learn about:

- different family structures and caring relationships;
- friendship and respectful behaviour;
- kindness, empathy and inclusion;
- personal boundaries and privacy;
- resolving conflict appropriately;
- online relationships and communication;
- seeking support when relationships make them feel unsafe or uncomfortable.

Teaching promotes respect for all people and reflects the protected characteristics set out within the Equality Act 2010.

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.

Health Education enables children to understand how to maintain positive physical, emotional and mental wellbeing.

In addition to the statutory content, pupils are taught about:

- emotional wellbeing and resilience;
- managing change and transitions;
- bereavement and loss in an age-appropriate way;
- healthy lifestyles;
- personal safety;
- road, rail and water safety;
- basic first aid;
- recognising risks and making informed decisions.

Children are encouraged to develop the confidence to seek support and access appropriate help when needed.

Online Safety, Media Literacy and Emerging Technologies

Children are growing up in an increasingly digital world and require knowledge and skills to navigate online environments safely.

Through our curriculum pupils will learn:

- how to stay safe online;
- how to communicate respectfully in digital spaces;
- how to protect personal information;
- how to recognise online risks and harmful content;
- how to report concerns;
- how online material may be altered, manipulated or generated using artificial intelligence;
- how to evaluate information critically and recognise misinformation and disinformation;

- the importance of age restrictions and privacy settings.

This learning is delivered in an age-appropriate manner and is reinforced through our wider safeguarding and online safety curriculum.

Sex Education

Sex education is not compulsory in primary schools. Schools are able to determine the content of any non-statutory sex education taught beyond the National Curriculum for Science and statutory Health Education. At Somerford Primary School, any sex education teaching is age-appropriate, evidence-informed and designed to prepare children for the physical and emotional changes of growing up.

At Somerford Primary School, sex education is defined as learning about human reproduction and how a baby is conceived and born. This learning builds upon the statutory science curriculum and the SCARF Growing and Changing unit. Lessons are carefully planned to be age-appropriate, factual and sensitive to the maturity of the children concerned. Parents and carers will be informed when sex education lessons are due to take place and will have opportunities to review teaching materials and discuss content with the school. Parents and carers retain the legal right to request that their child is withdrawn from the non-statutory sex education elements of the curriculum. Requests should be made in writing to the Headteacher. There is no right to withdraw children from statutory National Curriculum Science or statutory Health Education content.

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. Further information regarding the Year 6 "Making Babies" lesson is provided in Appendix C.

Vocabulary

At Somerford Primary School, we believe that teaching children the correct anatomical vocabulary helps to promote understanding, reduce stigma, support respectful communication and enhance safeguarding. Children are taught age-appropriate anatomical language progressively throughout the primary years. 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, Inclusion and Protected Characteristics

Somerford Primary School is committed to promoting respect, dignity and equality for all.

Teaching reflects the requirements of the Equality Act 2010 and the statutory guidance for Relationships Education and Health Education.

Children will learn about the importance of treating others with kindness and respect, including people who may have different backgrounds, beliefs, cultures, family structures or protected characteristics.

Teaching about families will reflect the reality that families may look different from one another while sharing common features of love, care, commitment and support.

Our approach is age appropriate, inclusive and respectful. We recognise the importance of preparing children for life in modern Britain while acknowledging and respecting the beliefs of individual families and communities.

All pupils should feel valued, included and safe within our school community.

Working in Partnership with Parents and Carers

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and wellbeing.

Somerford Primary School is committed to working in partnership with families and will:

- provide parents with access to this policy;
- notify parents when sex education lessons are planned;
- make curriculum information available;
- provide opportunities for discussion and consultation;
- respond sensitively to questions and concerns.

We believe that strong partnership between home and school supports the best outcomes for 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