



Victor Seymour Infants' School

Relationships and Sex

Education Policy

Victor Seymour Infants' School is part of the Greenshaw Learning Trust.
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Victor Seymour Infants' School

School Relationships and Sex Education Policy (Primary)

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January 2025

This Policy applies to Victor Seymour Infants' School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Headteacher

This policy was approved by the Governing Body on: March 2026

Relationship and Sex Education Policy

1. Statutory requirements

As a primary school within a Multi Academy Trust, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Victor Seymour Infants' School, we teach RSE as set out in this policy.

2. Policy aims

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the PSHE Leader, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders/PSHE Leader will:

- Review this school policy. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Describe here how parents, pupils and staff are consulted on relationships education provision, and their involvement in developing/reviewing the policy, for

example:

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation – we investigated what exactly pupils want from their [relationships education / relationships and sex education]
 - Once amendments were made, the policy was shared with governors and approved
- Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
 - Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
 - Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
 - Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
 - Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
 - Ensure that correct anatomical names for body parts are used, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. These words will include: breasts, vulva, vagina, testicles and penis.
 - Support parental involvement in the development of the relationships education curriculum.
 - Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
 - Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
 - Ensure that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships education.

All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to PSHE Leader.
- Attend and engage in professional development training around relationships education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred in line with the school's safeguarding policy
- Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the PSHE Leader.
- Ensure that correct anatomical names for body parts are used, but slang or

everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. These words will include: breasts, vulva, vagina, testicles and penis.

Pupils

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must report concerns to the DSL, in line with the school safeguarding policy; if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision at regular intervals. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Relationship education is delivered through our PSHE curriculum and our Science curriculum. Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Independence Separating for caregivers	Toileting/Pants Rule Managing emotions	Building relationships	Collaborating and negotiating	Health, growth and change	Health, growth and change

Reception	Self regulation Managing self and building relationships Building Relationships PANTS rule	Self regulation Managing self and building relationships Building Relationships PANTS rule	Self regulation Managing self and building relationships Building Relationships PANTS rule	Self regulation Managing self and building relationships Building Relationships PANTS rule	Self regulation Managing self and building relationships Building Relationships PANTS rule	Self regulation Managing self and building relationships Building Relationships PANTS rule
	<p>Zones of regulation adapt to routines/changes</p> <p>Introduce Pyramid Powers linked to each zone.</p> <p>Be aware of similarities and differences between themselves and others</p>	<p>Talk about own and others feelings</p> <p>Manage conflict, own feelings. seek help and adapt to new/challenging situations</p> <p>confidence to speak about needs wants and interests</p> <p>Eat healthy food and understand needs describe physical changes feeling unwell angry, etc, daily routine pattern eating and sleeping</p> <p>Understand and practice safety measures and transport and store equipment safely</p> <p>ZOR and Pyramid Powers linked to each session</p>	<p>Be aware of behavioural expectations sensitive to ideas of justice and fairness.</p> <p>Describe what they are good at, do well and what they are getting better at.</p> <p>Describe foods textures and tastes and notice changes when cooking.</p> <p>Be aware of good practices in regards to exercise, eat, sleep, hygiene and good health</p> <p>Aware of Safety when tackling challenges and managing risks</p> <p>ZOR and Pyramid Powers linked to each session</p>	<p>Be aware of behavioural expectations sensitive to ideas of justice and fairness.</p> <p>Describe what they are good at, do well and what they are getting better at.</p> <p>Describe foods textures and tastes and notice changes when cooking.</p> <p>Be aware of good practices in regards to exercise, eat, sleep, hygiene and good health</p> <p>Aware of Safety when tackling challenges and managing risks</p> <p>ZOR and Pyramid Powers linked to each session</p>	<p>Awareness of own and others feelings and regulate our behaviour</p> <p>Work towards a goal and wait for what they want</p> <p>Listen and follow instructions following several ideas/actions</p> <p>Confident to try new activities with resilience and perseverance</p> <p>Explain reasons for rules</p> <p>Manage own basic hygiene and understand importance of healthy food choices</p> <p>ZOR and Pyramid Powers linked to each session</p>	<p>Awareness of own and others feelings and regulate their behaviour</p> <p>Work towards a goal and wait for what they want</p> <p>Listen and follow instructions following several ideas/actions</p> <p>Confident to try new activities with resilience and perseverance</p> <p>Explain reasons for rules</p> <p>Manage own basic hygiene and understand importance of healthy food choices</p> <p>ZOR and Pyramid Powers linked to each session</p>

Managing Self	<p>Understanding rules and expectations</p> <p>Able to change behaviour with new routines</p>	<p>Managing emotions and express emotions</p> <p>Personal safety / safety of others</p> <p>Healthy choices: exercise / food / water / sleep</p>	<p>Understanding the principle of equality</p> <p>Resolving a disagreement / problem with a friend by themselves</p> <p>Identifying their own strengths and being positive about achievements</p> <p>Make healthy choices: exercise / food / water / sleep</p> <p>Aware of personal safety and safety of others</p> <p>Able to Identifying risk and safety of the environment</p>	<p>Understanding the principle of equality</p> <p>Resolving a disagreement / problem with a friend by themselves</p> <p>Identifying their own strengths and being positive about achievements</p> <p>Make healthy choices: exercise / food / water / sleep</p> <p>Aware of personal safety and safety of others</p> <p>Able to Identifying risk and safety of the environment</p>	<p>Regulating own behaviour in different settings</p> <p>Ability to wait for their needs to be met</p> <p>Listen, understand and follow multi-step instructions</p> <p>Be independent in undressing and dressing / toileting</p> <p>Understand their own body's needs (hunger / thirst)</p>	<p>Regulating own behaviour in different settings</p> <p>Ability to wait for their needs to be met</p> <p>Listen, understand and follow multi-step instructions</p> <p>Be independent in undressing and dressing / toileting</p> <p>Understand their own body's needs (hunger / thirst)</p>
Building relationships	<p>Building relationships with peers – taking turns</p> <p>Identifying own emotions and emotions of others (being empathetic)</p>	<p>Play with others</p> <p>Build positive relationships with peers and adults</p> <p>Understanding others points of view</p>	Develop team work skills	Develop team work skills	<p>In learning be: independent / resilient / resourceful / knowledgeable / have team work skills.</p> <p>Be empathetic and make positive relationships with children and adults.</p>	<p>In learning be: independent / resilient / resourceful / knowledgeable / have team work skills.</p> <p>Be empathetic and make positive relationships with children and adults.</p>
Year 1	<p>This is me</p> <p>Happy space</p> <p>Shoot for the stars</p> <p>Friendships</p> <p>My family</p> <p>Falling out</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>	<p>Anti-bullying</p> <p>Healthy minds and bodies</p> <p>Feelings</p> <p>Sleep</p> <p>Food and exercise</p> <p>Play</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>	<p>My community</p> <p>Out and about</p> <p>Rules</p> <p>Consequences</p> <p>Helping others</p> <p>Our world</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>	<p>Eco friendly</p> <p>News</p> <p>Internet</p> <p>Screen time</p> <p>Controlling my emotions</p> <p>Just imagine</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>	<p>My body</p> <p>Boundaries</p> <p>Secrets</p> <p>Happiness in nature</p> <p>Charities and volunteers</p> <p>Being thankful</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>	<p>Money</p> <p>Safety</p> <p>Timeline</p> <p>Who help us</p> <p>Being courageous</p> <p>Moving on up</p> <p>ZOR and Pyramid</p> <p>Powers linked to each session</p>
Year 2	<p>Our Happy Space</p> <p>Funny feelings</p> <p>This is me</p> <p>Team work makes the dream work</p> <p>Friendship</p> <p>Families</p>	<p>Anti-bullying</p> <p>Overcoming the mistakes</p> <p>Being healthy</p> <p>Nutrition and teeth</p> <p>Activity and recharging</p> <p>Play</p>	<p>Shoot for the stars</p> <p>My community</p> <p>Being responsible</p> <p>Online safety</p> <p>Safety in the home</p> <p>Recognising risk</p>	<p>Out and about</p> <p>Safety 1</p> <p>What to do in an emergency</p> <p>Fearless</p> <p>Secrets</p> <p>Peer pressure</p> <p>Recognising feelings</p>	<p>Medical matters</p> <p>Fun in the sun</p> <p>Out and about safety</p> <p>Money</p> <p>Needs and wants</p> <p>Diversity</p>	<p>Private business</p> <p>PANTS</p> <p>Life cycles</p> <p>Team eco</p> <p>Different jobs</p> <p>Moving on</p> <p>ZOR and Pyramid</p>

	ZOR and Pyramid Powers linked to each session	ZOR and Pyramid Powers linked to each session	ZOR and Pyramid Powers linked to each session	ZOR and Pyramid Powers linked to each session	ZOR and Pyramid Powers linked to each session	Powers linked to each session
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Guest speakers

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff use to support this include using an anonymous suggestion box and emphasising that the classroom is a safe place.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff adapt lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. circle times
- use of expert guest speakers.
- practical activities.
- using DVDs or video.
- group and paired activities.

5. Withdrawal from relationships education

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents do not have the right to withdraw their children from relationships education.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures

regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern with the DSL. If there is a child protection concern, the information must be handled as outlined in the School Safeguarding Policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the GLT Staff Disciplinary Procedure.

If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately as outlined in the School Safeguarding Policy.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from SENCO to decide what is in the best interest of the child.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum and will inform parents/carers of any revisions to this curriculum.

We will monitor the effectiveness of our relationships education provision through:

- yearly feedback from pupils
- yearly feedback from parents/carers
- feedback from staff
- classroom observations.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.