

Relationships Education and Growing up Policy (REGU)

Dormers Wells Primary School



Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief

Last reviewed, ratified and approved by the Full Governing Body	March 2025
Next review due by	March 2026

This statutory policy will be reviewed every year.

1. Rationale

Definition:

The following policy refers to Relationships Education at Dormers Wells Primary School.

We define Relationships Education as learning about caring, friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Relationships Education is also covered as well as aspects from the National Science Curriculum (see Appendix 1). **Relationships education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.**

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation,

forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships Education Policy will be complimentary with the Religious Education Policy of our school.

2. Statutory requirements

As a primary academy, we must provide Relationships Education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). We are not required 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. Parents can withdraw from sex education lessons (see section 8).

In teaching Relationships Sex Education (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

Refer to the funding agreement and articles of association for more information.

At Dormers Wells Primary School. we teach Relationships Sex Education (RSE) as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows:

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the development process may not be reflected in the final policy, as our school has to ensure we are meeting statutory guidelines.

1. **Review** – A member of school staff or Relationships Education working party looked through the existing Relationships Education policies, as well as local and national guidance for Relationships Education. They then reviewed the Relationships Education policy, reflecting any advice and changes at local and national level.
2. **Staff consultation** –Staff were given the opportunity to look at the policy, then invited to comment on the policy and make suggestions/amendments.
3. **Parent feedback** -Parents will be consulted via a virtual parent workshop/presentation. Parents will be given the opportunity to look through the policy and offer comments.
4. **Pupil consultation** – We consulted with pupil via the **2023** Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of REGU in our school.
5. **Governor consultation and Ratification** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments. Once amendments were made, the policy is ratified by the Full Governing Body.

4. Aims and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

Relationships Education (REGU) is about the emotional, social and cultural development of our pupils involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identify. REGU involves a combination of sharing information, and exploring issues and values. REGU is not about the promotion of sexual activity.

The aims of Relationships Education at our school is to:

- **Create a positive culture; Develop confidence in talking, listening and thinking about feelings and relationships;**
- **Teach pupils the correct vocabulary to describe themselves and their bodies;**
- **Prepare pupils for puberty and give them an understanding of the basic changes that happen during puberty**
- **Understand how to keep their bodies healthy and clean (the importance of health and hygiene)**
- Understand how to keep themselves and their bodies safe;
- **Help pupils develop feeling of self-respect, confidence and empathy;**
- Help pupils recognise healthy friendships;
- **Provide a framework in which sensitive discussions can take place;**
- Foster respect for the views of other people

5. Equal Opportunities

Dormers Wells Primary believe that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

6. Delivery of (RSE) REGU: Content, delivery and training

Class teachers will deliver the sessions as set out in Ealing Primary PSHE Scheme of Work. A staff meeting has been held to explore the sessions and to guide teachers to the relevant resources for the lessons. As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play. Teachers should follow the plans for their year group in the Ealing Primary PSHE Scheme of Work and deliver them over the second half of the summer term. All teaching materials required are integral to the scheme and are saved in the staff drive under 'SRE Scheme of Work'.

Content:

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships Education.

Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See Appendix 1) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

The above points are covered in an age-appropriate way from EYFS to Year 6 (see Appendix 1 for more detail).

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see Appendix 1).

Relationship education is covered in year 6 only. In these lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

For more information about our Relationships Education curriculum, see Appendix 1. Appendix 1 also outlines the learning objectives for Relationships Education.

As part of the PSHE curriculum our school delivers lessons on Female Genital Mutilation (FGM) to pupils from Year 3 to Year 6. These lessons are designed to raise pupil's awareness of appropriate and inappropriate touch, including FGM. For more information on the content of these lessons, please speak to the PSHE lead, **Allen Moseley**.

Delivery:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around REGU related issues are varied. However, while personal views are respected, all REGU issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal REGU questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion (Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Monitoring arrangements

PSHE Lead, **Allen Moseley**, and Curriculum Leads (**Nicola Simpson, Kavita Chander**) are the members of staff who monitor the implementation (delivery) of Relationships Education. **This monitoring is done through learning walks, planning scrutiny, book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups or questionnaires.**

Pupils' development in Relationships Education is monitored by class teachers, as part of our internal assessment systems. Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work. **This policy will be reviewed by the PSHE and/or Curriculum Leads annually. At every review, the policy will be approved by the governing board.**

Training

Staff are trained on the delivery of REGU, as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or the Health Improvement Team, to provide support and training to staff teaching REGU.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's Safeguarding and child protection policy.

The designated members of staff DSLs are: **Toni George, Rabia Cornelius, Nicola Simpson, Jessica Sargeant, Peter Simpson and Kavita Chander**

Staff will follow the child protection procedure of logging a concern on 'SAFEGUARD' and alerting a DSL.

If a child protection issue does arise, parents are informed in person by a DSL, after in school investigation and/or referral to Social Care.

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education' - statutory guidance for schools and colleges
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnerships

Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the **start of the academic year and each term (curriculum maps)**, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- REGU **virtual parent workshop/presentation and/or Meet The Teacher meetings**
- Newsletters
- School website

The school encourages parents to discuss Relationships Education with the Head teacher, PSHE lead/s or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents/carers do not have the right to withdraw their child from statutory Relationships Education (see outline of Relationships and Health education in Appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 1)

Parents have the right to withdraw their children from the non-statutory/ non-science components of sex education (taught in year 6 only-1 lesson) within Relationships Education (see Appendix 1).

Requests for withdrawal should be put in writing, using the form found in Appendix 2 of this policy and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

8a. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
- What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the full Governing Body.

9.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (**see Appendix 1**).

9.3 Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All teaching staff, including cover teachers, are responsible for teaching Relationships Education lessons. **Allen Moseley** PSHE Lead are responsible for leading PSHE and REGU in this school.

9.4 Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

APPENDIX 1: Relationships education and Growing up CURRICULUM MAP

Relationships Education and growing up learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	THEME/ TERM	Lessons	Learning objectives for Relationships Education lessons
Nursery	Our lives SUMMER 2	Lesson 1: Our day Lesson 2: Keeping ourselves clean Lesson 3: Families	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Reception	Our lives SUMMER 2	Lesson 1: Our day Lesson 2: Keeping ourselves clean Lesson 3: Families	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Year 1	Growing and caring for ourselves SUMMER 2	Lesson 1: Keeping clean Lesson 2: Growing and changing Lesson 3: Families and care	<ul style="list-style-type: none"> ○ To understand how to keep myself clean and healthy and explain why it is important ○ To understand how I have grown and changed since birth ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support.
Year 2	Differences SUMMER 1	Lesson 1: Differences, boys and girls Lesson 2: Differences, male and female Lesson 3: Naming the body parts	<ul style="list-style-type: none"> ○ To explore stereotypes ○ To explain personal boundaries ○ To understand how boys and girls are different and to name boy and girl body parts ○ To understand the stages in the human lifecycle ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support.
Year 3	Valuing difference and keeping safe SUMMER 1	Lesson 1: Differences male and female Lesson 2: Personal space Lesson 3: Family differences	<ul style="list-style-type: none"> ○ To understand how boys and girls are different and to name boy and girl body parts ○ To explain personal boundaries ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand good friendships
Year 4	Growing up SUMMER 1	Lesson 1: Growing and changing Lesson 2: What is puberty?	<ul style="list-style-type: none"> ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support

		Lesson 3: Puberty and changes	<ul style="list-style-type: none"> ○ To understand basic facts about puberty ○ To begin to understand menstruation ○ To understand good friendships
Year 5	Puberty SUMMER 1	Lesson 1: Talking about puberty Lesson 2: Male and female changes Lesson 3: Puberty and hygiene	<ul style="list-style-type: none"> ○ To explore the emotional and physical changes that occur during puberty ○ To understand male and female puberty changes ○ To explore the impact of puberty on the body and the importance of physical hygiene ○ To explore ways to get support during puberty ○ To understand what makes a family and who to turn to for help and support
Year 6	Puberty, relationships and reproduction SUMMER 1	Lesson 1: Puberty and reproduction Lesson 2: Understanding relationships Lesson 3: Conception and pregnancy Lesson 4: Communicating in relationships	<ul style="list-style-type: none"> ○ To recap the male and female changes that happen during puberty ○ To understand what makes a family and who to turn to for help and support ○ To explore positive and negative ways of communicating in relationships ○ To understand healthy relationships ○ To understand the human reproductive system (parents can withdraw children from this lesson. See section 8)

APPENDIX 2: Parent/carers form: withdrawal from sex education within RSE

To be completed by parents/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents/carers	