



MALTMAN'S GREEN  
SCHOOL

# Relationships and Sex Education Policy

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**Related documents**      Safeguarding and Child Protection Policy and Procedures  
PSHE Policy

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## 1 Introduction

Maltman's Green School believes that we should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The School recognises the importance of working within the framework for 'Every Child Matters: Change for Children' and the outcomes outlined within it:

- to be healthy,
- to stay safe,
- to enjoy and achieve,
- to make a positive contribution, and
- to achieve economic wellbeing.

In keeping with current DfE legislation and after reviewing existing practice within the School, a Relationships and Sex Education Policy has been formulated. It is based on the content and guidance of the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE September 2021). The implementation of the policy is the responsibility of all teaching staff.

This Policy applied to pupils in Reception to Year 6.

## 2 What is Relationships and Sex Education (RSE)?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off-line. 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 2021). Relationships Education is now compulsory in all primary schools in England. The focus of relationships education in the primary school years is on teaching the fundamental building blocks and characteristics of healthy positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults, including those online. Although sex education is not a statutory requirement in primary schools, here at Maltman's Green, we believe that it is important for our pupils to receive some aspects of sex education appropriate for their age and stage, which involves providing accurate information about the body, learning about the emotional, social and physical aspects of puberty and growing up, relationships, reproduction, sex, human sexuality and sexual health.

A comprehensive programme of RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Furthermore, high quality RSE helps create a safe school community in which pupils can grow, learn and develop positive, healthy behaviour for life. Some aspects are taught in science, others are taught as part of our personal, social and health education (PSHE) programme as well as a dedicated series of lessons for girls in Year 6. RSE is not about the promotion of sexual orientation or sexual activity.

## 3 Moral and Values Framework

At Maltman's Green our Relationships and Sex Education reflects the values of the PSHE and PSED programmes. RSE is taught in the context of relationships. In addition, our RSE programme promotes self-esteem, the development of a positive body image, emotional health and wellbeing. We wish to help our pupils form and maintain worthwhile and satisfying

relationships, based on respect for themselves and for others, at home, school, work and in the community.

The RSE programme is delivered in accordance with the School's Policy for Equal Opportunities and Anti-Prejudicial Discrimination.

### **3.1 Aims**

RSE in the School will contribute to the requirement of the Education Reform Act 2002. Our curriculum is one which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and within society; and
- prepares pupils for the opportunities, responsibilities and experiences of later life.

### **3.2 Objectives**

- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in puberty and over the years ahead.
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.

## **4 Organisation of the Relationships and Sex Education Programme**

### **4.1 Coordination**

Relationships and Sex Education is coordinated by the Deputy Head Pastoral and Head of Pre-Prep, in consultation with the Headmistress, staff and governing body.

### **4.2 Delivery and content**

In Reception, RSE is integrated through the PSED curriculum and focuses on enabling pupils to form positive attachments to adults and friendships with peers, as well as to show sensitivity to their own and to the needs of others.

In Years 1-5, RSE is integrated into the normal school PSHE curriculum and emphasises in particular the family unit, family relationships, growing up, and physical, emotional and spiritual needs. Basic information on parts of the body is included and any specific questions are answered openly and honestly as they arise.

We believe that it is important to introduce the correct language for parts of the body from an early age and for the reproductive organs when appropriate. All staff are aware of this and attempt to introduce this in a consistent manner.

Based on our careful assessment of the needs of our girls and through collaborative feedback from parents, pupils and staff, Maltman's Green has put in place in the Spring Term of Year 6, a special series of lessons for our pupils linked to the science curriculum and devoted to puberty and the changes this brings. These lessons are spread over 3, half day sessions.

By the end of these lessons, Year 6 pupils should be able to:

- name the main sexual and reproductive parts of the male and female human body using correct terminology, and describe their functions;
- describe the main physical and emotional changes in puberty for boys and girls and the differences between them;
- explain that there are different rates of change for puberty for different people and give some reasons for this;
- show awareness of the concept of body image and the impact the media may have on this, especially during puberty and early adulthood;
- identify basic facts about menstruation and practical aspects of how to cope with this;
- identify basic facts about sexual intercourse, pregnancy and the birth of a baby;
- deal positively with concerns or questions they have about puberty and know where to go for further help and information if they need it.
- Understand the importance of permission seeking and giving, and the concept of personal space and boundaries and the differences between appropriate and inappropriate physical and other, contact. These are the forerunners of teaching about consent, which takes place at secondary school.

#### **4.3 Children with additional needs (SEND and EAL)**

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

#### **4.4 Methods of teaching and learning**

Active learning methods are used which involve discussion and the children's participation. At the start of the series of lessons, each form draws up a 'class agreement', in which ground rules are set. This helps the girls to feel comfortable and at ease. Additionally, a question box is placed in each form room, where girls are encouraged to submit any questions they may have (anonymous or otherwise) and which they may not wish to ask in front of others. The questions are responded to at the end of each of the sessions and the box then returned to the form room.

#### **4.5 Resources**

Resources and methods of teaching are in line with the criteria set out in the Equal Opportunities and Anti-Prejudicial Policy.

The School uses a range of resources, including the BBC Active RSE video resources and supporting materials, along with support materials available through the PSHE Association

#### **4.6 Parental consultation**

The School consults with parents in advance when aspects of the RSE programme are due to be taught, providing opportunities for them to view any videos and resources being used. This dedicated familiarisation session also includes offering parents support in talking to their children about relationships and sex education and how to link this with what is being taught in school.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and makes clear that pupils receiving primary education must be taught Relationships Education.

However, parents do have the right to withdraw their children from those aspects of sex education not included in the National Curriculum Science Orders (National Curriculum in England DfE 2015). If a parent wishes their child to be withdrawn from the lessons, they should discuss this with the Headmistress, making it clear which aspects of the programme they do not wish their child to participate in. The School will always seek to engage with any concerns parents may have and address these accordingly. However, parents should be aware that pupils will talk to each other outside the classroom and may be misinformed by their peers if they are withdrawn from the programme. Alternative work will always be set should a child be withdrawn.

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary, deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (e.g. peripatetic staff, TAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language around school, the class teacher needs to be informed and appropriate action taken.

#### **4.7 Confidentiality**

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the School's safeguarding/child protection procedures.

#### **4.8 Procedures for monitoring and evaluating**

Any teacher involved in the delivery of RSE in the School, will be required to evaluate their teaching programmes and feedback to the Deputy Head Pastoral and Head of the Pre-Prep.

The policy will be reviewed on an annual basis in meetings with staff, taking into account feedback from parents and pupils.

Furthermore, this policy will be reviewed and ratified by members of the curriculum sub-committee of governors on an annual basis, who in questioning the Headmistress and Deputy Head Pastoral, will take the necessary steps to satisfy themselves that the school is delivering an effective RSE programme.

#### **4.9 Dissemination of the policy**

The policy will be made available to staff, parents and inspectors and any visitors taking part in the programme.