



Millhouse

Primary School and Nursery

Personal, Social, Health & Relationships Education & Sex Education Policy

To be reviewed: Autumn 2027



Structure of PSHE (Personal, Social, Health & Relationships Education).

At Millhouse Primary School and Nursery, our PSHRE curriculum includes the following content:

- Relationships Education (statutory requirement)
- Health Education (statutory requirement)
- Economic Education (non-statutory requirement)
- Environmental Education (non-statutory requirement)
- Sex Education (year 6 only – non-statutory requirement)

This policy focuses on the Relationships Education and Sex Education (RSE) that are taught within the PSHE curriculum.

Aims

The aims of Relationships and Sex Education at Millhouse Primary School, are to:

- provide a framework in which sensitive discussions can take place;
- provide children with the building blocks to develop positive and appropriate relationships;
- provide children with the building blocks and understanding to lead physically healthy lifestyles;
- prepare pupils for the changes their body will go through, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around discussion of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

As a maintained primary school we must provide Relationships & Health Education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#).

The teaching of Sex Education in primary school is not compulsory, however at Millhouse Primary School and Nursery we believe that this education is important for our children. Providing this education at an age-appropriate level ensures that both boys and girls are prepared for the changes that adolescence brings. Also, it equips children to understand their own bodies and talk confidently about themselves, helping to protect and safeguard all our children.

Parents have the right to remove their child from non-compulsory elements of Sex Education (see further on in this policy)

Some elements of sex education are taught through Relationships Education or Health Education. This is a compulsory element of the National Curriculum which parents do not have the right to withdraw their child from. The elements of Sex Education taught in the primary Relationships and Health Education curriculum are:

- Year 4 and 5 (recapped in Year 6) – What is puberty and what changes happen? (change in males and females; including menstruation)

For further information on these objectives in our Relationships and Health curriculum, visit the school website. The information will be found within the PSHE curriculum maps.

Some elements of Sex Education are also taught through the Science curriculum. This is also a compulsory element of the National Curriculum which parents do not have the right to withdraw their child from. The elements of Sex Education taught in the primary Science curriculum are:

- Year 1 – naming key parts of the human body
- Year 2 – learning about the human lifecycle and discussing stages of human life (baby, toddler, child, teenager, adult)
- Year 5 – reproduction of plants and animals, including sexual reproduction in animals.
- Year 5 - Describe changes as humans develop to old age. Find out about changes in puberty and compare gestation periods of different animals to human baby gestation times.

For further information on these objectives in our Science curriculum, visit the school website. The information will be found within the curriculum maps.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

At Millhouse Primary School and Nursery we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head of School, alongside PSHE leads, read and reviewed all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff and Governors were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents were invited to read the policy and share their views by email or in person with the Head of School.
4. Ratification – once amendments were made, the policy was shared with Governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning

about relationships, healthy lifestyles, diversity and personal identity. Children learn about the changes their bodies will undertake as they grow as a child and as they develop into an adult. In year 6 Sex Education, children will learn about the facts of reproduction, how babies are made and how they are born.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or of personal beliefs.

Curriculum

The focus of our Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

In ***Relationships Education***, pupils will be taught:

- what a relationship is;
- what friendship is;
- what family means and who the people are that can support them;
- how to take turns;
- how to treat each other with kindness;
- how to show consideration and respect for others;
- the importance of honesty and truthfulness;
- the importance of permission seeking and giving;
- the concept of personal privacy;
- about establishing personal space and boundaries;
- about recognising unhealthy relationships;
- about understanding the differences between appropriate and inappropriate or unsafe physical and other contact;
- about understanding that they have rights over their own bodies;
- knowledge to recognise and report abuse (emotional, physical and sexual) or report concerns and seek advice when they suspect or know that something is wrong.

Teachers will talk about the features of healthy friendships and family relationships, drawing attention to these in a range of contexts. These familial contexts are outlined in **Appendix 1**. Teaching will also focus on face-to-face relationships as well as online friendships.

For a full outline of every objective taught within Relationships education, please see **Appendix 2**, where links to each year group's PSHE curriculum map can be found.

Our Year 6 Sex Education unit of work has been designed to teach children at an age-appropriate level, matching their emotional and physical maturity. We believe that by teaching this unit, we prevent a lot of misinformation that children hear amongst their peers. We are clear that parents and carers are the prime educators for their children on many of these matters. As a school, we complement and reinforce this role of parents, building on what pupils learn at home.

If pupils ask questions outside the scope of this policy and scheme of learning, teachers will respond in an appropriate manner so they are fully informed and children don't seek answers

online.

There are only 2 elements within this unit of work that are non-compulsory:

- All About Boys - Erections, sperm, semen, wet dreams
- Conception – how babies are conceived and born

These are the elements that parents have the right to withdraw from.

There is a more detailed outline about the content of our Sex Education curriculum in **Appendix 3**.

In **Appendix 4**, there is a list of the scientific vocabulary that will be used in each year group.

Delivery of Relationships and Sex Education

Relationships Education is taught within the Personal, Social, Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum and the Relationships and Health Education curriculum (as outlined previously).

Pupils receive stand-alone Sex Education sessions in the summer term of Year 6.

Teaching is undertaken through the use of:

- scientific diagrams
- age-appropriate stories;
- age-appropriate teaching input and discussions led by the teacher;
- ordering and sorting activities;
- drawing and labelling diagrams;

All aspects of teaching in RSE will reflect the dual lives that children lead – in the real world and virtually in the online world.

Teaching in Sex Education is focused on facts. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and families. Teachers do not promote their own personal beliefs. Teaching of this subject is always carried out in a class with two members of staff present at all times.

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). This is a requirement on schools in law (The Equality Act 2010).

As with all teaching across the curriculum, the teaching of RSE will be accessible to all pupils, regardless of learning needs or disability. Where appropriate, teachers will modify teaching to support the learning and understanding of pupils with special educational needs and disabilities (SEND).

Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Head of School to account for its implementation.

Head of School

The Head of School is responsible for ensuring that RSE is taught across the school, and for managing requests to withdraw pupils from the non-statutory and non-science components of Sex Education.

Teachers

Teachers are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- reporting to parents before Sex Education lessons will be taking place in their child's class;
- signposting resources to support parents with conversations at home arising from learning within school;
- Parents will be invited to attend a meeting to view the resources used and ask questions to staff before the Sex Education lessons are delivered;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE;
- reporting safeguarding concerns to the school's Designated Safeguarding Lead that may arise from discussions and learning that take place.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

All teachers in Year 1 to Year 6 are responsible for teaching RSE at Millhouse Primary School and Nursery.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Science, Relationships or Health Education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE that are taught in Year 6 only.

Requests for withdrawal should be put in writing (by letter or email: admin@millhouse.essex.sch.uk). Parents may then be invited to meet with the Head of School to discuss the matter further.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Monitoring arrangements

The delivery of Relationships Education and Sex Education is monitored by the Head of School and the PSHE leads. Monitoring arrangements include:

- scrutinising teachers' planning
- monitoring pupils'
- work learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of School. At every review, the policy will be approved by the Governing Body.

Appendix 1 – Family Contexts

When talking about 'families' with children across the year groups, the different types of family that children live with will be referenced, including:

- Children living with a Mum and Dad together
- Children having a Mum and Dad living away from one another, spending time living at one or both homes
- Children living with a Mum and stepfather or Dad and stepmother, with possible step siblings or half-siblings
- Children living with just their Mum or their Dad
- Children living with grandparents or another relative
- Children living with two Mums or two Dads
- Children living in foster families
- Children that are adopted into other families

Children will also learn that marriage is chosen by some adults and represents a formal and legally recognised commitment between two people (opposite and same-sex couples), which is intended to be lifelong.

Appendix 2 – Relationships Education Curriculum

Please click the following link to see full curriculum maps for each year group's PSHE lessons.

<https://www.millhouse.essex.sch.uk/page/?title=Curriculum+Maps&pid=33>

Appendix 3 – Sex Education Curriculum

Outlined below is the key learning that will take place in year 6 as part of the Sex Education curriculum.

Lesson Focus	Learning Outcomes
Puberty Myths	Challenging stereotypes, know the facts about puberty
All about girls	Menstruation, facts, hygiene + hygiene products
All about boys *	Erections, sperm, semen, wet dreams
Conception of a baby *	How is a baby conceived? (including consent and the law) Loving, caring relationships

	Facts of pregnancy and birth
Consent	Consent (including in a wider context outside of sex education), privacy, personal boundaries, saying no, loving, caring relationships, respectful relationships, peer pressure
Agony Aunt	Discuss & talk freely about topics/worries surrounding growing up

*non-compulsory elements that parents have the right to withdraw their child from.

Appendix 3 – Scientific vocabulary used in Relationships/Science/Sex Education

Outlined below is the recommended scientific vocabulary and terminology used in Sex Education in each year group. These will be taught alongside the more colloquial, slang terms that children will be more familiar with:

Year 2 & 3	<p><i>As part of Science curriculum (naming main external body parts) the following scientific vocabulary to be introduced in this year group:</i></p> <ul style="list-style-type: none"> • Penis • Testicles • Breasts • Vagina • Anus
Year 4	<p><i>As part of Relationships/Health Education, scientific vocabulary from previous year groups will be used, and the following terminology introduced this year will be:</i></p> <ul style="list-style-type: none"> • Adolescent • Puberty • Pubic hair/ body hair • Menstruation/menstrual cycle • Periods • Tampon • Sanitary towel • Egg • Ovaries • Fallopian tube • Cervix • Womb/uterus
Year 5	<ul style="list-style-type: none"> • Reproduction • Fertilisation • Gestation • Embryo/foetus • Urethra • Testis • Scrotum

Year 6	<p><i>As part of Sex Education, scientific vocabulary from previous year groups will be used, and the following terminology may be introduced:</i></p> <ul style="list-style-type: none">• Foreskin*• Opening to the urethra• Outer labia• Inner labia• Clitoris*• Sperm*• Semen*• Erection*• Ejaculation*• Wet dream*• Masturbation*• Sexual intercourse*• Pregnancy• Labour• Natural/vaginal birth• Caesarean birth <p>*used in the non-compulsory elements but may be referred to in other lessons.</p>
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