



## **Relationships & Sex Education Policy**

Completed by: Mrs D Martin

Approved by: Mrs M Norris

Date implemented: September 2025

Date to be reviewed: September 2026

## Aims

Through our PSHE programme and a range of social & emotional wellbeing programmes ongoing in school, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships & Sex Education (RSE) to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Stanley Crook Primary School, RSE is taught within our Personal, Social, Health and Economic (PSHE) Education curriculum. In addition, some aspects of the RSE programme will be further covered through:

- Science
- Computing (E-Safety, digital wellbeing)
- Circle time
- Assemblies
- Stories
- PE (in the context of health and hygiene)

The aims of RSE at Stanley Crook Primary school are to:

- Provide a consistent standard of relationship, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an age-appropriate understanding of reproduction, sexual development and the importance of health and hygiene.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing to deal with the secondary RSE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up.
- To provide children with the knowledge, skills and attitudes they need to be able to manage risks appropriately.
- To combat exploitation.

## Statutory Requirements

As a maintained primary school, we **must** provide relationships education to **all** pupils under section 34 of the Children and Social Work Act 2017.

The teaching of Sex Education in primary schools remains **non-statutory**, with the exception of the elements of sex education contained in the statutory science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons for children in upper KS2.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information. Children in Year 6 are offered one Sex Education lesson in the summer term of Y6, before they move to secondary school.

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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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

## **Policy development**

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

1. Review – RSE lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – staff to be given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – the policy & relevant teaching & learning materials are shared with parents/carers to seek their views.
4. Pupil consultation – we will ask our School Council to find out what children want to learn about in PSHE.
5. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online. For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born in **Upper Key Stage 2**. This draws on knowledge of the human life cycle set out in the statutory national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education from which parents have a right to withdraw (one lesson at the end of Y6).

## **Curriculum**

Our RSE curriculum is set out as per Appendices 1 (PSHE mixed age rolling programme) and 2 (What pupils should know), but we may need to adapt it as and when necessary. We use the My Happy Mind program and Twinkl Life resources to support the delivery of our PSHE curriculum, including RSE. You can find all resources available here, or we are happy to share curriculum materials with parents/carers on request:

<https://myhappymind.org/>

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

All 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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst many 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).

### **Statutory Science Curriculum Content pertaining to RSE**

In the Early Years Foundation Stage, children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
  - To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
  - To describe the simple functions of the basic parts of the digestive system in humans.
  - To identify the different types of teeth in humans and their simple functions.
  - To describe the life process of reproduction in some plants and animals.
  - To describe the changes in the body as humans develop to old age.
  - To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
  - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
  - To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

As part of **statutory** Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes (including menstruation) **from Year 4 onwards**. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school in order to appropriately safeguard them. We therefore provide some non-statutory sex education, one lesson covering 'what is a sexual relationship and who can have one?' and the process of human reproduction from conception to birth taught at the end of Y6.

Children are taught:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother.
- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- How a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

### **Delivering RSE**

RSE is embedded within our PSHE curriculum, and taught with a thematic approach, covering a new 'topic' each half term on a rolling programme (please see Appendix 1). Our rolling programme ensures that:

- Core knowledge is sectioned into units of manageable size
- Content is communicated to children clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

Our Relationships and Sex Education programme is delivered in an age appropriate and sensitive manner by class teachers, supported by teaching assistants. Occasionally, RSE sessions are also supported by external providers, such as the NSPCC 'Speak Out, Stay Safe' campaign. Children are taught in mixed gender groups as they are for all subjects.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules include:

- Listen politely to each other.
- Everyone gets a turn to speak, if they want to.
- Everyone has a right not to speak.

- Everyone's contribution is respected.
- We don't ask or have to answer any personal questions.
- We use anatomically correct language when we have learnt it.

Throughout each year group we will use appropriate material to assist the delivery of RSE, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

### **All teaching and learning materials can be made available to parents on request.**

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

### **Inclusivity**

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **Use of resources**

We will consider carefully whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

### **Use of external organisations and materials**

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share external materials with parents and carers as requested

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
- Work with agencies who don't allow their material to be shared with parents and carers

## **Roles and Responsibilities**

### **The governing body**

The governing body approve & oversee the implementation of this policy through regular governor monitoring. The governor with responsibility for RSE is Leanne Robinson.

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Staff**

All staff are responsible for:

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

Class teachers, supported by teaching assistants, are responsible for teaching RSE. Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL): Mrs Norris or Deputy Designated Safeguarding Leads (DDSLs): Mrs Wilkinson & Mrs Martin.

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 headteacher.



## **Pupils**

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

## **Parents**

We understand that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Will carry out our duty to consult with parents and governors on the contents of this policy.
- Inform parents about the school's RSE policy and practice; this includes informing parents via our Curriculum Map of the units of RSE to be taught each year.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons, if they request to do so.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- Keep a register of any pupils who are to be withdrawn from sex education lessons and ensure it is distributed to all teachers involved.

## **Right to Withdraw**

As set out in **statutory guidance from the Department for Education**, parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers do have the right to withdraw their child from the components of sex education delivered within our curriculum. This relates to one lesson at the end of Y6: 'What is a sexual relationship and who can have one?'.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative activities will be given to pupils who are withdrawn from sex education.

## **Assessment & Monitoring**

The delivery of RSE is monitored by Mrs Martin as part of our annual monitoring schedule.

Pupils' development in RSE is monitored by class teachers through formative and summative assessment.

This policy will be reviewed by Mrs Martin (RSE Lead) and Mrs Norris (Headteacher) annually.

At every review, the policy will be approved by the governing body.