



Relationships & Sex Education Policy

Completed by: Mrs Norris

RSE Subject Lead: Mrs Martin

Approved by: Governing Body

Date implemented: September 2026

Date to be reviewed: September 2027

1. Introduction

At Stanley Crook Primary School, Relationships and Sex Education (RSE) forms an important part of our wider Personal, Social, Health and Economic (PSHE) curriculum and contributes significantly to pupils' personal development, wellbeing and safeguarding.

Our approach supports the school mission:

"To try our best, to tell the truth, to look after each other and the community."

We believe that effective Relationships and Sex Education helps children develop the knowledge, skills, values and understanding needed to build positive relationships, stay safe, respect others and make informed decisions throughout their lives.

RSE supports our commitment to safeguarding, equality, inclusion, British Values and preparing pupils for life in modern Britain. It helps children develop resilience, confidence, empathy, self-respect and an understanding of healthy relationships.

This policy should be read alongside the:

- PSHE Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy

This policy has been developed in accordance with the statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010

2. Aims

Through our PSHE curriculum and wider personal development provision, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens.

RSE at Stanley Crook Primary School aims to:

- Develop self-respect, confidence and self-esteem.
- Build resilience and emotional wellbeing.
- Help pupils form positive, healthy and respectful relationships.
- Promote kindness, empathy and respect for others.

- Prepare pupils for puberty and growing up.
 - Teach children how to stay physically and emotionally healthy.
 - Support pupils to stay safe online and offline.
 - Teach correct vocabulary for body parts and human development.
 - Create a safe environment for sensitive discussion.
 - Equip children with the skills to identify risks and seek help when needed.
 - Prepare pupils for transition to secondary education.
 - Combat exploitation, abuse and harmful behaviours.
 - Promote equality, inclusion and respect for diversity.
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3. Safeguarding

Safeguarding is everyone's responsibility.

RSE forms an essential part of our preventative safeguarding curriculum. Through RSE pupils learn:

- How to develop safe and healthy relationships.
- The importance of consent, personal boundaries and respect.
- How to recognise unsafe situations.
- How to seek support from trusted adults.
- About appropriate and inappropriate contact.
- How to stay safe online.
- How to recognise grooming, exploitation and coercive behaviour in an age-appropriate way.
- How to report concerns and access support.

Staff understand that questions or disclosures arising from RSE lessons may indicate safeguarding concerns. Any concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

4. British Values, Equality and Inclusion

RSE actively supports the promotion of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

The school recognises and celebrates the diversity of modern Britain.

Teaching reflects different family structures and experiences, including:

- Two-parent families
- Single-parent families

- Adoptive families
- Foster families
- Families headed by grandparents
- Families with LGBTQ+ parents
- Kinship care arrangements

This approach ensures all pupils feel represented and respected.

In line with the Equality Act 2010, the school seeks to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations between different groups.

All teaching is delivered sensitively and age appropriately.

5. Statutory Requirements

As a maintained primary school, Stanley Crook Primary School is required to provide Relationships Education to all pupils under the Children and Social Work Act 2017.

Health Education is also statutory.

Sex Education beyond the requirements of the National Curriculum for Science remains non-statutory in primary schools.

The school teaches all statutory content required by:

- The Relationships Education curriculum.
- The Health Education curriculum.
- The Science National Curriculum.

The school also provides one additional lesson of non-statutory sex education in Year 6 to support transition to secondary education.

6. Definition of RSE

Relationships and Sex Education is lifelong learning about:

- Relationships
- Families
- Friendships
- Emotional wellbeing
- Physical health
- Mental health
- Growing and changing

- Safety
- Human development

RSE is not about promoting sexual activity.

Relationships Education focuses on the building blocks of healthy relationships, including friendships, family relationships, respectful behaviour and online relationships.

Health Education focuses on physical health, mental wellbeing and healthy lifestyles.

Sex Education at Stanley Crook Primary School is defined as teaching how human reproduction occurs, including conception and birth. This is taught through one non-statutory lesson in Year 6.

7. Curriculum

7.1 Intent

Our curriculum is designed so that pupils:

- Understand healthy relationships.
 - Respect themselves and others.
 - Develop emotional literacy and resilience.
 - Understand puberty and growing up.
 - Make informed decisions.
 - Stay safe.
 - Understand how and where to seek support.
 - Are prepared for the next stage of their education.
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7.2 Implementation

RSE is taught primarily through our PSHE curriculum using:

- My Happy Mind
- Twinkl Life
- Circle time
- Assemblies
- Story-based learning
- Computing
- Science
- PE
- Wider personal development opportunities

Teaching follows a rolling curriculum model designed to meet the needs of our mixed-age classes.

Learning is delivered through:

- Discussion
- Role-play
- Scenarios
- Video clips
- Stories
- Practical activities
- Reflection activities

Lessons are carefully sequenced and revisited over time to build knowledge and understanding progressively.

7.3 Online Safety

Pupils are taught how to:

- Stay safe online.
- Build positive online relationships.
- Use technology responsibly.
- Protect personal information.
- Understand digital footprints.
- Recognise online risks.
- Seek help when they encounter inappropriate content or behaviour.

Online safety is taught through both RSE and the wider Computing curriculum.

7.4 Statutory Science Curriculum Content

Children learn about human growth, development and reproduction through the statutory Science curriculum.

Key Stage 1

Pupils learn:

- Basic body parts.
- Human senses.
- Growth and development.
- Healthy lifestyles.
- Basic hygiene.

Key Stage 2

Pupils learn:

- Human development.
- Reproduction in plants and animals.

- Puberty.
 - Nutrition.
 - Exercise.
 - Changes associated with growing up.
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7.5 Puberty Education

As part of statutory Health Education:

- Year 4 pupils are introduced to puberty and the physical and emotional changes associated with growing up.
 - Menstruation is taught in an age-appropriate manner.
 - Learning is revisited and developed as pupils progress through Key Stage 2.
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7.6 Non-Statutory Sex Education

To support transition to secondary school, Year 6 pupils receive one lesson covering:

- What a sexual relationship is.
- Who can have a sexual relationship.
- Conception.
- Pregnancy.
- Birth.

Pupils are taught:

- That a baby develops from both a mother and father.
- The meaning of conception.
- How pregnancy occurs.
- How babies develop and are born.

We believe that teaching this content helps prepare pupils for secondary education and supports their personal development.

7.7 Impact

We expect pupils to leave Stanley Crook Primary School:

- Confident and respectful.
- Able to recognise healthy relationships.
- Prepared for puberty and adolescence.
- Equipped to stay safe.
- Able to seek help and support when needed.
- Respectful of diversity and difference.

- Ready for the next stage of education.
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8. Creating a Safe Learning Environment

RSE is taught in a safe and supportive environment.

Ground rules include:

- Listening respectfully.
- Respecting others' views.
- Everyone having the right to contribute.
- Everyone having the right not to contribute.
- Not asking personal questions.
- Using correct scientific vocabulary.

Teachers answer questions honestly, sensitively and appropriately according to pupils' age and stage of development.

9. SEND and Inclusion

RSE is fully inclusive.

Teaching will be adapted to meet the needs of all pupils, including those with SEND.

Reasonable adjustments may include:

- Visual supports.
- Makaton or communication aids.
- Knowledge organisers.
- Vocabulary support.
- Adult support.
- Alternative methods of recording.
- Small group teaching where appropriate.
- Assistive technology.

Staff work closely with the SENCO where necessary to ensure all pupils can access learning successfully.

10. Use of Resources

All resources used by the school will be:

- Age appropriate.
- Evidence based.

- Factually accurate.
- Inclusive.
- Sensitive to pupils' experiences.
- Consistent with statutory guidance.
- Compatible with the school's values and policies.

Parents may view resources on request.

11. External Organisations

External agencies may occasionally support RSE delivery where they:

- Meet safeguarding expectations.
- Provide balanced and objective information.
- Are age appropriate.
- Comply with statutory guidance.
- Support curriculum objectives.

Teachers will remain present during all sessions.

External organisations will not be permitted to deliver content that conflicts with the school's values, legal duties or safeguarding responsibilities.

12. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Approving the policy.
- Monitoring implementation.
- Ensuring statutory compliance.

The named governor responsible for RSE is currently Leanne Robinson.

Headteacher

The Headteacher is responsible for:

- Ensuring statutory requirements are met.
- Ensuring consistent delivery across the school.
- Managing withdrawal requests.
- Monitoring the effectiveness of the curriculum.
- Reporting to governors.

Staff

Staff are responsible for:

- Delivering RSE appropriately and sensitively.
- Responding to pupils' needs.
- Creating a safe learning environment.
- Monitoring progress.
- Challenging stereotypes and discrimination.
- Reporting safeguarding concerns.

Pupils

Pupils are expected to:

- Participate respectfully.
- Engage positively in learning.
- Listen to others.
- Respect differing views and experiences.

Parents and Carers

We recognise parents and carers as children's first educators.

The school will:

- Consult parents on the policy.
- Share curriculum information.
- Answer questions about content.
- Allow parents to view resources on request.
- Inform parents when puberty education and Year 6 sex education lessons are planned.

We aim to work in partnership with parents at all times.

13. Right to Withdraw

Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education.

Parents may withdraw their child from the non-statutory Year 6 sex education lesson covering:

- Sexual relationships.
- Conception.
- Pregnancy and birth.

Requests should be submitted in writing to the Headteacher.

The school will discuss requests with parents to ensure they understand the curriculum content and educational purpose of the lesson.

Alternative educational activities will be provided for pupils who are withdrawn.

14. Monitoring and Evaluation

RSE provision will be monitored through:

- Lesson visits and learning walks.
- Planning scrutiny.
- Work sampling.
- Pupil voice.
- Staff discussions.
- Parent feedback.
- Assessment information.
- Governor monitoring.

Monitoring outcomes will inform future curriculum development and staff training.

15. Policy Review

This policy will be reviewed annually or sooner if:

- Statutory guidance changes.
- Safeguarding requirements are updated.
- Curriculum changes are introduced.
- Monitoring identifies a need for revision.

The policy will be approved by the Governing Body.