



St White's Primary School

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

Date of Review: December 2024

Date of Next Review: December 2026

Signed,  
Chair Assessment & Curriculum Committee:

.....

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Use of external organisations and materials .....	5
8. Roles and responsibilities .....	6
9. Parents' right to withdraw .....	7
10. Training.....	7
11. Monitoring arrangements.....	7
Appendix 1: Curriculum map .....	8
Appendix 2: By the end of primary school pupils should know .....	10
Appendix 3: Parent/carer form: withdrawal from sex education within RSE .....	12
Appendix 4: Year 5/6 Parent Letter - Sex Education.....	13

---

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, 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 issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Ensure that pupils are able to communicate clearly to support them in forming positive relationships

### 2. 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](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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 must also have regard to our 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

At St White's Primary School, we teach RSE as set out in this policy.

### 3. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

### 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, 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.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The teaching and learning of RSE will meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities. Staff will deliver lessons where pupils feel safe and encourage participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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 methods of delivering RSE are as important as the content. RSE

- is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- lessons are a safe and positive place to learn;
- promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity;
- focuses on different types of relationships, including friendships, family relationships, dealing with strangers;
- teaches pupils how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- helps pupils understand how relationships may affect health and wellbeing, including mental health;
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views. They will include:
  - learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
  - fostering gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and will challenge all forms of discrimination in RSE lessons and in every-day school life.

## 6.1 Inclusivity

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

## 6.2 Use of resources

We **will** consider 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, developmental stage and background of our 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

## 7. 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
- › Share all external materials with parents and carers

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

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board has delegated the approval of this policy to the Assessment and Curriculum Committee who will approve the RSE policy, and hold the headteacher to account for its implementation.

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › 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 the non-statutory components of RSE

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.

All teachers are responsible for teaching RSE and are supported by the PSHE trio.

## **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

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

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

## **10. Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE trio through:

Learning walks, planning scrutinies, staff voice and pupil voice.

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

This policy will be reviewed by the PSHE trio every 2 years. At every review, the policy will be approved by the Curriculum and Assessment committee chair.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS		<p>Children will:</p> <ul style="list-style-type: none"> <li>• Develop effective relationships</li> <li>• Manage personal safety</li> <li>• Online safety</li> </ul>	<a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a>
Year 1 and 2		<p>Children will:</p> <ul style="list-style-type: none"> <li>• discover how everybody is unique</li> <li>• to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about growing and changing from young to old</li> <li>• to identify the people who love and care for them and what they do to help them feel cared for</li> <li>• about different types of families including those that may be different to their own</li> <li>• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>• about how to respond if physical contact makes them feel uncomfortable or unsafe</li> </ul>	<a href="https://20248256.fs1.hubspotusercontent-na1.net/hubfs/20248256/Programme%20Builders/Primary%20sample%20version.pdf?hsCtaTracking=3a9b515c-0067-4ed9-bf0e-0f1dfed5bced%7C76bb60d1-ffb1-4a16-8014-31086ffb492f">https://20248256.fs1.hubspotusercontent-na1.net/hubfs/20248256/Programme%20Builders/Primary%20sample%20version.pdf?hsCtaTracking=3a9b515c-0067-4ed9-bf0e-0f1dfed5bced%7C76bb60d1-ffb1-4a16-8014-31086ffb492f</a>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3 and 4	Spring Year A	<p>How will we grow and change? How can we be a good friend?</p> <ul style="list-style-type: none"> <li>• understand how friendships support wellbeing</li> <li>• understand how to recognise if others are feeling lonely and strategies to include them</li> <li>• understand how to build good friendships and contribute to positive friendships</li> <li>• understand that friendships sometimes have difficulties, and how to manage when there is a problem.</li> <li>• understand how to recognise if a friendship is making them unhappy and how to ask for support</li> <li>• understand how to reconcile after a friendship ends.</li> <li>• understand puberty and how bodies change during puberty</li> <li>• understand how puberty can affect emotions and feelings</li> <li>• understand how personal hygiene routines change during puberty</li> </ul>	<p><a href="https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2">https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2</a></p>
Year 5 and 6	Summer Year B	<p>What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none"> <li>• understand how our body changes during puberty.</li> <li>• understand menstruation.</li> <li>• understand personal hygiene.</li> <li>• how our emotions and feelings change during growing older.</li> <li>• positive and healthy relationships.</li> <li>• how a baby is made - (parents have option to remove from this lesson).</li> <li>• understand self-care</li> </ul>	<p><a href="https://pshe-association.org.uk/rselessonpackks1-4">https://pshe-association.org.uk/rselessonpackks1-4</a></p> <p><a href="https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=mhew-ks1-2">https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=mhew-ks1-2</a></p>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
---------------	--	-------	--

Name of parent/carer		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	
--	--

--	--



#### Appendix 4: Year 5 & 6 Parent/carer letter – Sex Education

Date:

Dear Parents & Carers

##### PSHE Lessons – Sex Education

In the next couple of weeks, UKS2 will be learning about “How a baby is made” in PSHE.

This is the last of four lessons for key stage 2 pupils in Years 5 & 6. This lesson includes sex education and lays an important foundation for pupils’ learning in Relationships and Sex Education at secondary school. It focuses on the features of loving relationships, including the importance of consent, how a baby is made and an introduction to the concept of pregnancy.

The lesson will be taught by a teacher who has been trained in relationship and sex education and with due regard to the emotional development of the children in the class. The purpose of Relationships and Sex Education (RSE) is to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on RSE (DfE, 2000). This states that:

“Children should learn ‘how a baby is conceived and born’ before they leave primary school”

If you would like any further information, please do not hesitate to contact the school.

Yours sincerely