Relationship and Sex Education Policy

Church Vale Primary School and Foundation Unit

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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

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
- Keeping Children Safe in Education 2025

At Church Vale Primary we teach RSE as set out in this policy.

3. Policy development

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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, 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.

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).

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

We use One Decision scheme for the delivery of our RHSE. 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.

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, such as One Decision, 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 will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs Yardley.

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 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 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.

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 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 Mrs Goncalves through:

Learning walks;

Pupil voice;

Book/ floor book scrutinies.

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

This policy will be reviewed by Mrs Yardley. At every review, the policy will be approved by Mrs Yardley.

This policy was updated and reviewed in July 2026

Appendix 1: Curriculum map

Sex, Health and Relationships Education Progression of Knowledge

Strands	By end of FS Children will know:	By the end of Y1 Children will know:	By end of Year 2 Children will know:	By the end of Y3 Children will know:	By end of Year 4 Children will know:	By the end of Y5 Children will know:	By the end of Y6 Children will know:
Sex	What their body parts are called Legs Arms Feet Head and all its subsidiary parts Fingers Toes Hands Bottom What the pants rule is	What their body parts are called Vagina Penis testicles What the pants rule is	What is appropriate and inappropriate touching (building on from the pants rule) Revisit scientific vocabulary about genitalia	How they have changed from birth to now That their changes are normal and part of growing up	What we would consider to be appropriate touch The human lifecycle from birth to death What inappropriate terms are for genitalia	What puberty is Changes that boys and girls go through Why our bodies go through puberty Coping strategies during different stages during puberty Who and what can help when we are struggling with our body and our body image	What the terms conception and reproduction mean The functions of the female and male reproduction systems, what they are called and how they work Various ways adults can have a child Different stages of pregnancy

Health	How to look after their own basic hygiene How to use a toilet How to make healthy food choices How to keep their teeth clean	How to wash hands correctly How to keep my teeth healthy Why we need exercise Why we need sleep	How to decide whether food is safe to eat or drink What are healthy choices to make What a healthy lunchbox might look like What an active lifestyle is Know how to call for emergency help via land line or mobile	What medicines keep us healthy How to make healthy food choices using the Eatwell plate How to plan and prepare food for across the week, the importance of planning	What the term drug is How to understand about calories and nutritional value in foods Understand the importance of a healthy, active lifestyle and that it is important to build this into the week	What does smoking do to your body and why do people do it What does taking drugs do to your body and why do people do it What impact on your body does an unhealthy diet have To understand the basic of first aid (mini medics)	What does drinking alcohol do to your body and why do people do it What does taking drugs do to your body and why do people do it Where to go if they feel unwell or unhealthy
Relationship	How to form friendships with other children How to form positive relationships with adults	How to be a good friend to other children That its good to spend time with your family	What bullying is and what we should do about it What cyberbullying is. How to make	What jealousy is and how it can make us feel How to game safely How to use the	What grief is and how it can make us feel That there are different types of relationship	Different families have different make up of adults What marriage is and that it can happen in many	What domestic violence is Know what the potential problems are with using social media

	How and when to say please and thank you Recognise how they are feeling using their emotions board	That families can look different to our own How to use a computer safely when on-line Who to trust and who not to trust That everyone has a range of emotions	friends online safely What to share online Why we have good manners and when to use them That real friends forgive you That sometimes secrets are not ok to keep That there are age restrictions on games and films etc and why they are there	internet safely What to share with people online How to recognise if relationships within the family are making them unhappy That in bullying the role of the bystander and how responsible they are That for our own mental health we could use some self help techniques eg. Rest, friends, family, hobbies etc	That some relationships are healthy, and some are unhealthy That most normal friendships have ups and downs friendship is repaired or even strengthened. That violence is never right and is not the solution to a problem. That bullying can impact on someone's mental health and wellbeing	different ways, same sex, civil partnership church etc How to resolve conflicts How to discuss a problem and resolve it What a stereotype and how to challenge it What a reliable website is and how to discern information found on different sites. That the internet may be a negative place where bullying,	Know where to get help if they encounter a problem on-line That anyone can use a different profile on Facebook (seesaw video) How to cope with loneliness and isolation and what impact can this have on mental health It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Appendix 2: 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	

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