



Relationships and Sex Education (RSE) Policy

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Persons responsible	SLT
Governor committee	S&C

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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

At Stocks Green, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff, the SLT and governors 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 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 all governors and ratified.

4. Definition

The governors and staff of Stocks Green Primary School believe that Relationships, Sex and Health Education is an important part of the school curriculum.

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

At Stocks Green we use the Coram Life SCARF resources across the school to deliver the Relationships, Sex and Health Education as part of our PSHE curriculum. See Appendix One for how the SCARF lesson plans support the teaching and learning against the statutory requirements. 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 relationship education curriculum has five main themes, which are revisited at different stages throughout the school:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The health education curriculum has these main themes, which are revisited at different stages throughout the school:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- feelings and difficult situations

Primary sex education will focus on:

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

We have developed the curriculum in consultation with parents, pupils, staff and governors, 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 do not seek answers online. For more information about our curriculum, see our curriculum map in Appendix 1 and 2.

6. Delivery of RSE

The main Relationships, Sex and Health Education will take place in whole class PHSE lessons and will be taught by the class teacher or another member of staff. At times, the children may be grouped according to gender, levels of development or understanding. We also engage the services of an external provider - 'Teaching Lifeskills' who work in partnership with the class teacher to deliver specialist teaching of Sex Education to Year 5 and Year 6. They follow our policy guidelines to ensure teaching reflects the school values and ethos. To ensure the highest quality of education, the staff attend training sessions as appropriate, provided by 'Teaching Lifeskills' and use the online training materials provided by Coram Life SCARF.

At Stocks Green we draw our teaching and learning strategies from a wide variety of sources and pedagogies. We aim to create a safe learning environment for all pupils with clear expectations of behaviour and respect for others. We understand that a pupils' physical and emotional state can affect their learning and how we, as educators, can use strategies to maximise our pupils' learning state. Pupils learn best when they have high self-esteem, feel confident to take risks and are valued by their peers and their teachers.

We aim to 'build emotional success in the classroom' by using:

- Pupil Activities - A variety of activities and approaches to engage pupils' preferred learning styles
- Positive language – The use of positive language is an essential part of teaching
- Open-ended questions – Open-ended questions are ones allowing more than one possible answer; pupils can respond at their own level bringing their existing knowledge and experience to a discussion e.g. 'Can anybody tell us about the heart?' 'What have you heard about living a healthy lifestyle?'
- Encourage questioning – we try to overcome fear or embarrassment by asking questions in a more encouraging way: 'Have a go' / 'Have a guess' / 'What do you think?'/ 'Any ideas?' When pupils put their hand up to answer a question they are taking a risk: the risk is that they may get it wrong!
- Neutral language – The use of neutral language gives pupils more confidence; they are therefore more likely to feel secure enough to have a go.

We maintain that pupils have the right to have their questions answered honestly, whilst due regard is given to their age, parents' opinions, religious and ethnic views, as well as the confidentiality of the questioner. Pupils will also be advised to consult their parents on matters of concern or if further specific clarification is needed. Good practice in drug education recommends that discussions about substances are third person and therefore de-personalised. This helps to prevent pupils from visualising themselves in the risk-taking role, or implying a normalisation of risky behaviour by young people. It also allows the pupils to explore issues around drug use without encouraging disclosures from their own experience. This strategy focuses on inclusion. Please see the units of work in Appendix 1.

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

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 'Teaching Lifeskills' 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 do not 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 'Teaching Lifeskills' 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

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 body

The governing body 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, and for managing requests to withdraw pupils from non-statutory and non-science components of RSE.

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 wish them to be withdrawn from the non-statutory and non-science 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 do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 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 Mr. Joe Endersby and Mrs. Claire Hodgson through:

- Staff discussion
- Monitoring planning
- Learning walks
- Pupil voice

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the governing body and the headteacher.

Appendix 1: Curriculum map

Relationships and sex education/ PSHE curriculum map

Class	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Year R	All about me What makes me special Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes Kind and caring	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money : recognising, spending, using Looking after money : saving money and keeping it safe	Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	Life stages - plants, animals, humans Life Stages: Human life stages - who will I be? Getting bigger Me and my body - girls and boys
Year 1	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people	Same or different? Unkind, tease or bully? School rules Who are our special people? It's not fair!	Healthy me Super sleep Who can help? Losing things - feelings Medicines can make us better	Personal hygiene Our environment Taking care of something what is money How should we look after our money?	Healthy eating Catch it! Bin it! Kill it! Learning to ride your bike safely Pass on the praise! How your behaviour affects others	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates

	balloons Good friends How are you listening?		Good or bad touches?	Basic first aid		private
Year 2	Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	How safe would you feel? What should you say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment?	You can do it! My day Keeping ourselves clean and healthy My body needs... What does my body do?	A helping hand Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3	As a rule My special pet Looking after our special people How can we solve this problem? Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences	Safe or unsafe? Danger or risk? Alcohol and cigarettes: the facts Super Searcher – online safety None of your business! Risk taking and decision making Help or harm?	Our helpful volunteers Helping each other to stay safe Recount task Environment project Earning/using money	Healthy eating For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Relationship Tree Body space Secret or surprise? My changing body Basic first aid

Year 4	<p>Ok or not ok?</p> <p>Human machines</p> <p>Different feelings</p> <p>When feelings change</p> <p>Under pressure</p>	<p>Can you sort it?</p> <p>Islands – feeling alone</p> <p>Friend or acquaintance?</p> <p>What would I do?</p> <p>The people we share our world with</p> <p>That is such a stereotype!</p>	<p>Danger, risk or hazard?</p> <p>Picture Wise</p> <p>How dare you!</p> <p>Medicines: check the label</p> <p>Know the norms</p> <p>Keeping ourselves safe</p>	<p>Who helps us stay healthy and safe?</p> <p>It's your right</p> <p>How do we make a difference?</p> <p>In the news!</p> <p>Safety in numbers</p> <p>Logo quiz</p> <p>What is money used for in life</p> <p>Why pay taxes?</p>	<p>What makes me ME!</p> <p>Making choices</p> <p>Seven Rs</p> <p>My school community</p> <p>Basic first aid</p>	<p>Moving house</p> <p>My feelings are all over the place!</p> <p>All change!</p> <p>Secret or surprise?</p> <p>Together</p>
Year 5	<p>Collaboration Challenge!</p> <p>Give and take</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Being assertive</p> <p>Our emotional needs</p> <p>Communication</p>	<p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red People</p> <p>Is it true?</p> <p>It could happen to anyone</p>	<p>Thinking about habits</p> <p>Spot bullying</p> <p>Decision dilemmas</p> <p>Play, like, share</p> <p>Drugs: true or false?</p> <p>Smoking: what is normal?</p> <p>Would you risk it?</p>	<p>What's the story -Fact or opinion?</p> <p>Rights, responsibilities and duties</p> <p>Making a difference</p> <p>Spending wisely</p> <p>Lend us a fiver!</p> <p>Local councils</p>	<p>Getting fit</p> <p>It all adds up!</p> <p>Different skills</p> <p>My school community</p> <p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid</p>	<p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p> <p>It could happen to anyone</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Stop, start, stereotypes</p> <p>Mum and daughters talk – periods/puberty</p>

Year 6	<p>Working together</p> <p>Let's negotiate</p> <p>Solve the friendship problem</p> <p>Assertiveness skills</p> <p>Behave yourself</p> <p>Don't force me</p> <p>Acting appropriately</p> <p>It's a puzzle</p>	<p>OK to be different – people in our society.</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p>	<p>Think before you click!</p> <p>Traffic lights</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p>	<p>Two sides to every story</p> <p>Fakebook friends – online safety</p> <p>What's it worth?</p> <p>Jobs and taxes</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p>	<p>Five Ways to Wellbeing project</p> <p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid</p>	<p>Helpful or unhelpful? Managing change</p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>What is HIV?</p> <p>Year 6 sex education – delivered by external company - the human body/ how babies are conceived.</p>
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Appendix 2: Curriculum map - Science Curriculum RSE related areas

Science Curriculum RSE related areas

These themes are compulsory and children cannot be withdrawn from this teaching

Year group	Themes
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	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. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Hearing – how humans hear / recognise that vibrations from sounds travel through a medium to the ear.
Year 5	Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty.
Year 6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Pupils find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals and humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

Appendix 3: 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"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	