



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 boys and girls for the changes adolescence brings and in line with the National Curriculum for Science to learn how a baby is conceived and born
- › 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 the correct names for body parts

2. Statutory requirements

The school follows the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE July 2025)

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education. Health Education is also statutory and covers the key facts about puberty, menstrual wellbeing and from September 2026, the correct names of body parts.

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

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 review the policy changes.
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. This may involve referring them to parents, trusted adults or support services as we recognise the risks of unanswered questions. For more information about our curriculum, see our curriculum map in Appendix 1 and 2. Also see Appendix 5 'How to answer children's questions that go beyond the planned curriculum'.

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 - 'Coram Life' 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 'Coram Life' 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
- Ensures that learning is relevant to both boys and girls and can be accessed by those who are gender questioning / transgender
- 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
- Encourage pupils to consider how some online content may be harmful to both men and women

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
- Avoid direct signposting to specific content and content producers
- Do they stigmatise or perpetuate harmful stereotypes about boys

7. Use of external organisations and materials

We will make sure that 'Coram Life' 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 'Coram Life' 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

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy

Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

Y6	Assertiveness	Recognising & celebrating difference	Understanding emotional needs	Understanding media bias	Aspirations	Coping with changes
	Cooperation	Recognising & reflecting on prejudice-based bullying	Staying safe online	Digital critical thinking	Managing risk	Keeping safe inc. online
	Safe/unsafe touches	Bystander behaviour	Digital footprint	Caring: communities & the environment	Looking after wellbeing	AI/ deep fakes
	Positive relationships	Gender stereotyping	Drugs: norms & risks (inc. the law)	Earning & saving money	Digital literacy & critical thinking skills	Body Image
				Understanding democracy		Sex education
						Self-esteem

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	• 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	• 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	• 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	• 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	• 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	

Appendix 4: 'How to answer children's questions that go beyond the planned curriculum'

