

Relationship and sex education policy

Easton CofE Primary School



Approved by:	David Kooyman	Date Adopted: 13/10/2020
Last reviewed on:	February 2026	
Next review due by:	July 2026 (interim policy whilst awaiting new guidance)	

Aims

This policy covers our school's approach to Relationship and Sex Education, not only in lessons but through the attitudes of staff and pupils alike; as well as our ethos and approach to equality both within and outside the classroom. RSE (Relationships and Sex Education, is delivered at an age-appropriate level and is delivered, ordinarily – but not exclusively – through our Science and PSHE programmes of study. This policy will be reviewed every year to ensure it reflects the school's values and beliefs, as well as being mindful and adhering to requirements laid out in the 'Education Act 2002 – Section 78' alongside guidance from the 'Church of England' Education Office. In addition, the school recognises that we have a legal responsibility under 'The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019', made under sections 34 & 35 of the 'Children & Social Work Act 2017', to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Finally, the school also acknowledges its responsibility under 'The Equality Act 2010' to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are 'looked after' children

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

Statutory requirements

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, makes Relationship Education compulsory in all primary schools from September 2020, Sex Education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Furthermore, RSE should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated, age-appropriate, spiral curriculum is the best way of preventing discussions on sex, reproduction and private body parts becoming taboo and ensures that children don't become embarrassed unnecessarily. We believe it is essential to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse. To this end, the school fully utilise guidance of RSE delivery through the county's 'Respect Yourself' programme of study.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to 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 Easton CofE 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. The assistant head, Family Support and PSHE lead 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. Defining RSE at Easton CofE Primary School

‘Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults’.

At Easton, we agree whole-heartedly with this definition and believe that comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships online and in the real world. We aim to build self-esteem and well-informed young people.

It is about helping children understand and make sense of the world in which they are growing up in; to recognise the differences and similarities between their peers and their families and to understand the fact that every human being is different and has the right to be respected. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their emotions. It helps children build their own support networks and have the confidence to ask for help when they feel unsafe. Our policy and practice is also based upon good practice.

Curriculum

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

We will share all curriculum materials with parents and carers upon request and the policy is available.

Religion and World Views

The Relationship and Sex Education Policy will be sensitive towards the established Religion and World Views framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

RED: Opt out lessons

Year Group	Lesson	Lesson Content
1	1	NSPCC PANTS Lesson
1	2	J1- I am starting to understand the life cycles of animals and humans
1	3	J2 I can tell you some things about me that have changed and some things about me that have stayed the same
1	4	J3 I can tell you how my body has changed since I was a baby
1	5	J4 identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina – Opt-in
1	6	J5 understand that every time I learn something new I change a little bit
1	7	J6 tell you about changes that have happened in my life
Year Group	Lesson	Lesson Content
2	1	NSPCC PANTS Lesson
2	2	J1- I can recognise cycles of life in nature

2	3	J2-I can tell you about the natural process of growing from young to old and understand that this is not in my control
2	4	J3- recognise how my body has changed since I was a baby and where I am on the continuum from young to old- Opt-in
2	5	J4- recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.
2	6	J5- understand there are different types of touch and tell you which ones I like and don't like
2	7	J6-identify what I am looking forward to when I move to my next class

Year Group	Lesson	Lesson Content
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3	1	NSPCC PANTS Lesson
3	2	J1 - Understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby
3	3	J2 - Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow –opt in
3	4	J3 -understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process- opt-in
3	5	J4 -identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up – opt-in
3	6	J5 -start to recognise stereotypical ideas I might have about parenting and family roles
3	7	J6 -identify what I am looking forward to when I move to my next class

Year Group	Lesson	Lesson Content
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4	1	NSPCC PANTS Lesson
4	2	J1- Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
4	3	J2- correctly label the internal and external parts of male and female bodies that are necessary for making a baby
4	4	J3-describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4	5	J4- know how the circle of change works and can apply it to changes I want to make in my life
4	6	J5- identify changes that have been and may continue to be outside of my control that I learnt to accept
4	7	J6-identify what I am looking forward to when I move to a new class

Year Group	Lesson	Lesson Content
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5	1	J1 -be aware of my own self-image and how my body image fits into that
5	2	J2 - explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
5	3	J3 - describe how boys' and girls' bodies change during puberty

5	4	J4- understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby
5	5	J5- identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
5	6	FGM Lesson
5	7	J6- identify what I am looking forward to when I move to my next class
Year Group	Lesson	Lesson Content
6	1	J1-aware of my own self-image and how my body image fits into that
6	2	J2-explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
6	3	J3 - describe how a baby develops from conception through the nine months of pregnancy, and how it is born
6	4	J4 - understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
6	5	Anxiety curriculum Transition lesson 1 – Page 157
6	6	Anxiety curriculum Transition lesson 2 – Page 160
6	7	FGM lesson

Whole School Approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education 2019' statutory guidance

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child. We do not want school staff to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions. Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the designated safeguarding lead, in accordance with the school's safeguarding & Child Protection Policy. The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers and where necessary logged.

Teaching FGM

Whilst there is no statutory requirement for primary schools to explicitly teach about FGM, there is a rationale within the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for teaching about FGM at primary level:

By the end of primary school, pupils should learn:

- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.

Why teach about FGM?

Whilst it is adults' responsibility to protect children from harm, if children and young people are taught about FGM there's more chance they will report it.

Every young person — as a citizen in a diverse society — should learn about FGM, but especially children and young people at immediate or future risk of FGM, and young people who have experienced FGM (they may or may not be aware of what has happened to them).

Pupils need to know:

- What FGM is and how it affects people
- What the law says on FGM
- How to manage the threat of FGM (for themselves or for others)
- How to seek help and support if FGM has happened (for themselves or for others)

Access to the RSE Curriculum for Pupils with SEND

Under the 2019 Equalities Act, it is imperative that those pupils who have Special Educational Needs & Disabilities (SEND), must enjoy full and unrestricted access to the RSE curriculum. The school and the teachers must be flexible and mindful of tailoring content and teaching to meet the needs of all SEND children, regardless of their developmental stage. This may require further work to be undertaken with a pupil/group of pupils; consideration given to differentiation and if necessary the school should deliver sessions on a one to one basis. It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s). The NSPCC's 'PANTS' rules are shared with all pupils and can help those with learning difficulties to understand how to stay safe:

- Privates are private;
- Always remember your body belongs to you;
- No means no;
- Talk about secrets that upset you;
- Speak up, someone can help.

These rules are backed up with explanations. Posters are displayed around the school

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

Jigsaw RSE Content The grid below shows specific RSE learning intentions for each year group in the 'Changing Me'

Organisation The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible.

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

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

Safeguarding

Safeguarding and Child Protection Child Protection and Safeguarding procedures as laid down in Keeping Children Safe in Education (DfE), our Safeguarding & Child Protection Policy and Shropshire L.A's guidance will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of potential physical, emotional, sexual abuse and neglect (including failure to thrive) involving children and young persons, are based on the principle that the interests and welfare of the child or young person are always of paramount importance. Confidentiality must not prevent action if the child is 'at risk'. Teachers will also listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk (immediate or otherwise) then the school's 'Designated Safeguarding Lead' will be informed, in accordance with the Child Protection Procedures, a copy of which is available for parents in school. In such an event, the child would be fully supported through this process by appropriate staff members.

- 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](#)

Roles and responsibilities

The Local Governing Board

The Local Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

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).

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.

Year 1: Amy Parnell and Laura Cousins

Year 2: Fallon McKay, Claire Parker and Ben Beard

Year 3: Steve Crozier, Ruth Hayes and Zoe Rossington

Year 4: Shazia Nasar (maternity leave) and Kimberly Garnett-Smith

Year 5: Claire Tawney, Joe Powell and Tadge Burke

Year 6: Robin Beckett and Jay Hatfield

Additional Adults:

Yusuf Absie and Salina Ullah (translation support)

David Kooyman and Lou Strachan (SLT, where an additional male or female adult is required)

Fahima Miah (SEND support and provision)

Suzanne Gibson, Andrea Griffiths and Jenny Smart (DDSL and additional provision if needed).

Pupils

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

Home- school partnership

We believe that parents also, have a key role in delivering relationship and sex education to their child/children. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. It is hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life & loving as well as the importance of stable relationships. We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources, ahead of these being delivered in school. Parents are encouraged to attend a meeting and to discuss and ask questions and if they choose to withdraw they should attend the meeting. If unable to attend the meeting they should speak to the class teacher to arrange a separate time to meet with SLT.

Parents right to withdraw

Parents/carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will

explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Those wishing to exercise their right to withdraw will first be asked to attend a parent meeting where they can withdraw their children. If they still want to exercise that right they can complete a form or for additional clarity consult the headteacher or PSHE lead

Training

It is the responsibility of the SLT to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the SLT's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The SLT monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Monitoring and Review The Curriculum Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such

Staff are trained on the delivery of RSE and new teachers will be provided additional training.

The headteacher, if needed will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The school have also taken the time to meet with local community members about RSE and how best to develop the curriculum at Easton CofE Primary school.

Monitoring arrangements

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

Deep dives

A member of SLT supporting teachers when talking to parents about RSE

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

This policy will be reviewed by the PSHE lead, the headteacher and the LGB.

