

# St Peter's C of E Primary School

## Relationships and Sex Education Policy

October 2025



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### Our Christian Vision

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be.

We flourish through the connections and relationships we nurture, guided by our Christian values.

Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.

As James 2:18 reminds us, *'I will show you my faith by my actions'*

## Contents

1. Aims .....	2
2. Statutory requirements .....	3
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	5
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: By the end of primary school pupils should know .....	7
Appendix 2: Parent form: withdrawal from sex education within RSE .....	9

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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.
- › Make appropriate reference to and affirm the principles of the School's Harmful Sexual Behaviour Policy

As a church school, we are committed to relationships and sex education that enables all children to have the appropriate knowledge and information about physical processes, as appropriate to their age, and also to be able to engage with the moral and spiritual aspects of relationships. As required by the Church of England, we frame our teaching within the beliefs of the school while acknowledging that there is a range of ways in which people make sense of their relationships.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. The Relationships Education, RSE, and Health Education (England) Regulations 2019 state that Relationships Education is compulsory in all primary schools.

We are required to teach the elements of sex education contained in the science curriculum. In addition, after consultation we will continue to teach sex education 'facts of life' as a separate unit to pupils in Years 4, 5 and 6. Please see below- section 6.

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.

At St Peter's C of E Primary School we teach RSE as set out in this policy. The Department for Education statutory guidance for Health Education, Relationships Education and RSE outlines that schools must cover: mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 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 curriculum is set out as per Appendix 1 but is currently under review as we embed a new programme: My Happy Mind.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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 also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the Year 4/5/6 staff.

RSE will take into account the needs of all pupils and will be taught in a way that is accessible to all pupils, including those with SEND.

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
- › Consent -See also the school's Harmful Sexual Behaviour Policy.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

In 'consent' lessons the children learn about the following areas: giving and asking permission; personal boundaries/space and what is appropriate and inappropriate touch.

More information about our RSE curriculum can be found in the curriculum plans published on our website.

### **Sex Education Programme**

In Year 4, we follow the Medway Relationships and Sex Education Programme. This introduces aspects of puberty including biological changes that happen to the body, menstruation, wet dreams, how to deal with changes in emotions and the importance of physical hygiene.

We include the specific teaching of the 'facts of life' within the two-year programme for years 5/6. For this we use the PSCHE Association linked to the Medway resources.

Year 5 will learn about both the emotional and biological changes that will be occurring during adolescence. Teaching in year 6 goes on to explain the way in which babies are made, how they grow and ultimately how they are born and how they should be cared for.

### **Involvement of parents**

We also encourage children to go home to talk with their parents about the specific lesson content and issues relating to morality and religion.

### **Approaches to sensitive issues**

In keeping with the overall ethos of the RSE, sensitive issues will generally be discussed in class by individual teachers as and when any questions arise. However, by the time the children finish their primary education, certain issues which could possibly put them at risk need to have been addressed. It is important that sensitive or controversial issues should not be avoided as this does not make them go away and can leave the child confused and possibly at risk. It is natural for caring adults to want to protect children from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power and confusion of informal learning e.g. the Internet, TV, magazines, gossip, jokes and the wider community. Learning about sensitive issues needs to be positive. A 'crisis-led' or 'problem-led' curriculum is invariably inadequate and can be damaging.

## **Prejudice-based Incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the headteacher reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **Safeguarding**

The children are to promote their own self-esteem and their skill of assertiveness (eg the ability to say 'no'), lack of guilt or embarrassment about sexual matters and skills of self-expression including appropriate language and understanding.

The class teacher can play a significant part in detecting the early signs of abuse. Correct procedures must be followed as outlined in the Statutory Guidance **Keeping children safe in education (September 2025)** and our own Policy for Child Protection (available on our website). and our Policy on Harmful Sexual Behaviour

## **Online safety**

Online safety education will enable all children to discuss and explore appropriate relationships and behaviour when using computers and other technology.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 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/non-science components of RSE (see section 8).

### **7.3 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/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.

### **7.4 Pupils**

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

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

Parents do not have the right to withdraw their children from relationships education or health education.

Parents have the right to withdraw their children 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 work will be given to pupils who are withdrawn from sex education.

## **9. 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE leader through: monitoring arrangements, such as planning scrutinies, learning walks, work review

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

This policy will be reviewed by the PSHE leader and Headteacher annually. At every review, the policy will be approved by the governing body.

**Appendix 1: By the end of primary school pupils should know**

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

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

## Appendix 2: 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	