



**Creativity, Choice, Challenge**



## **Relationships and Sex Education Policy**

**Approved by: St Denys Governing Body**

**Date: Thursday 5<sup>th</sup> February, 2026**

**Next review due by: End of February, 2027**

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## 1. School Vision

Our school vision and ethos is strongly supported through and embedded in the delivery of Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) whole school approach to the curriculum. At St Denys Primary School we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and we support the development of children's health, wellbeing, self-esteem and confidence. We will ensure that young people are equipped with the knowledge and skills that enable them to feel confident and prepared for making life choices, taking on new challenges and managing risks that they may face.

## 2. Aims

The aims of PSHE and RSE at our school are to:

- Provide a curriculum that covers the three key themes of: Relationships; Living in the Wider World and Health and Wellbeing and supports our Learning Values and Behaviour Principles
- Within the theme of Relationships, we will create a positive culture around different families and friendships; what safe relationships look like and how pupils respect themselves and others.
- Within the theme of Living in the Wider World, pupils will become more aware of what it means to belong to a community and their impact on the environment; how to stay safe online and how to make responsible decisions about money.
- Within the theme of health and well-being, pupils will gain a greater understanding of how to live a healthy lifestyle, both physically and mentally; they will develop an understanding of the changes to their body during puberty; sexual development and the importance of health and hygiene.

In all areas of PSHE / RSE, we aim to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct scientific vocabulary and their meanings
- Develop a greater awareness of their own and others safety
- Ensure the curriculum is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

## 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](#).

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 have also taken guidance from the PHSE Association and Local Authority.

Other documents that inform the school's RSE policy include:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- Equality Duty (2010)

### 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. Review – The PSHE Leader and Headteacher 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 respond to the draft curriculum policy and guidelines. The information was shared with Governors. This was also available on the school website and Parents / Carers were informed to review the policy during the consultation period of half a term.
4. Pupil discussion – we investigated what exactly pupils want from their RSE through sensitive class discussions.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

### 4. Definitions

The PSHE Association defines PSHE education as a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. This impacts on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The Sex Education Forum state that RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe and fulfilling relationships. RSE is not about the promotion of sexual activity.

### 5. Curriculum

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

We have developed the curriculum in consultation with Parents / Carers, pupils and staff, 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. All staff are trained to respond to questions sensitively.

PSHE and RSE will be taught within individual year groups, at an age appropriate level. Depending on the needs and / or topic, some sessions may be covered in smaller groups to meet particular needs. The curriculum will be taught through a range of research based techniques including stories, videos and puppets. Some topics may be blocked to ensure more thorough coverage and provide an opportunity for pupils to dive deeper. We will ensure that everyday resources used such as books, videos etc encompass the full range of diversity so that there is the potential for all children to see themselves reflected.

Prior to starting a topic, a baseline assessment will be carried out to establish pupils' starting points. This will then be revisited at the end of the unit to assess the progress made by pupils and sign post any further support that may be needed.

Prior to teaching pupils about puberty (Year 4) and sexual reproduction (Year 6), parents/carers will be invited into school to view the resources that will be used as part of this teaching and learning.

## 6. Delivery of the curriculum

The schools' learning values and behaviour principles underpin the PSHE and RSE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Health aspects are also linked with the physical education (PE) curriculum. Safety is covered in a range of curriculum areas including science, design technology (DT) and computing.

Pupils also receive stand-alone sex education sessions delivered by their class teacher or member of leadership. Elements of the health education and safety education, may also be taught by visitors including The NSPCC.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. This is included in the curriculum overview table below.

Table 1: PSHE/RSE Curriculum Overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others; needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations; including responding in emergencies; first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

For more information about our curriculum, see the website

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 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).

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **7.3 Staff**

All teachers will be responsible for teaching PSHE/RSE to their own class.

Staff are responsible for:

- › Ensuring safe learning environment by establishing clear ground rules.
- › Are sensitive to the needs and experiences of individuals
- › Using a range of teaching methods and interactive activities that support and promote understanding within a moral/values context which underpin the schools' Learning Values and Behaviour Principles
- › Using distancing techniques through the use of stories, videos, role play and use of fictional characters.
- › Ensuring information shared is factual and at an age appropriate level.
- › Delivering PSHE/RSE in a sensitive way
- › Modelling positive attitudes to PSHE/RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Providing opportunities for pupils questions to be answered and informing parents / carers as necessary

Any queries regarding the teaching of RSE should be shared with the PSHE Leader / Deputy Headteacher or 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 / Carers' right to withdraw**

Parents / Carers do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education, following consultation with parents / carers and sex education resources will be shared with these parents / carers so they can educate their children at home.

## **9. Training**

Staff are trained on the delivery of PSHE/RSE as part of their induction and it is included in our continuing professional development calendar. The PSHE Lead attends the REACH Trust PSHE Leadership group and keeps abreast of regular national updates through the PSHE Association. Resources from the PSHE Association have been accessed by teachers as part of their ongoing training.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of PSHE/RSE is monitored by Becca Jones (PSHE Leader), Victoria Bandey (Governor) and Billy Davies (Headteacher) through: Governor visits and monitoring, planning, learning walks and work scrutiny.

Pupils' development of this curriculum is monitored by class teachers as part of our internal assessment systems. Teachers will carry out a baseline and end of unit assessment.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: 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	