

# Relationships and Sex Education Policy



<b>Approved by:</b>	Julie Crouch	<b>Date:</b> 27.4.26
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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
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › 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 as per section 34 of the [Children and Social work act 2017](#).

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](#).

While we are **not required** to provide sex education we **do need** to teach the elements of sex education contained in the science curriculum (shown in green in Appendix 1).

At Ainslie Wood Primary School we teach RSE as set out in this policy following the Christopher Winter Project 'Teaching RSE with Confidence in Primary Schools' Scheme of Work as detailed in Section 6. This includes additional, non-statutory elements of sex education (shown in yellow in Appendix 1) which parents/carers have the right to withdraw their child from (as outlined in Section 9 of this policy).

### 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 – the AHT Leader of Learning 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 new guidance and make recommendations.
3. Parent consultation – parents were invited to complete a questionnaire about their thoughts on Relationship and Sex Education and were invited to meet with members of the Senior Leadership Team to discuss the new guidance in more detail.
4. Governors – a draft policy was shared with the governors for feedback.
5. Parent consultation – the new policy was shared with parents and feedback gathered.
6. 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 or ideals.

### 5. Curriculum

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

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 the children feel fully informed and don't feel the need to 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

Relationships Education is taught from Reception to Year 6 by class-teachers in Summer 2. Teachers follow the Christopher Winter Project 'Teaching RSE with Confidence in Primary Schools' Scheme of Work. Biological aspects of RSE are taught within the science aspects of Ainslie Wood's WE ARE Curriculum (shown in green in Appendix 1), and other aspects are included in religious education (RE). Teachers personalise their planning to ensure that all the children in their class are supported to meet the intended learning objective.

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 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). This ensures we comply with the relevant requirements of the Equality Act 2010 under the provisions of which schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

In addition to this, there is additional learning in year 6 about families, conception and pregnancy which is non-statutory (shown in yellow in Appendix 1) and from which parents/carers have the right to withdraw their child from (as outlined in section 9 of this policy).

For more information about our RSE curriculum, see Appendices 1 and 2.

## 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 components of RSE (see section 9).

### 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 components of RSE

## 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

At Ainslie Wood we work with parents to enable them to continue the conversations that are started in school. Parents were fully engaged in the development of this policy (as outlined in Section 3). They will also be asked for their feedback bi-annually. Parents will be invited to workshops each year to find out more about the RSE learning that their child will be engaging with, including examples of the resources that will be used.

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from any non-statutory components of sex education within RSE. These are shown in yellow in Appendix 1.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## 10. Training

Through INSETs/workshops, staff will be trained in understanding RSE planning and how to deliver the appropriate content; whilst personalising to the needs of our children at Ainslie Wood. The Teaching Team will support individual teachers in advance of delivery in how to ensure appropriate following of content and responding during learning.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Leader of Learning and the Leadership Team through planning scrutinies and learning walks.

Pupils' development in RSE is monitored by class teachers through formative assessment during lessons. Summative assessment, as part of PSHE, is completed mid-way through and at the end of the year.

Parents will be invited to give feedback on the policy bi-annually and, following this, it will be reviewed by the Leader of Learning and then approved by the Governing Body.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Relationships Education (statutory)

Science (statutory)

Sex education (non-statutory)

YEAR GROUP	TOPIC/THEME DETAILS
Reception	RSE: Family and Friendships <ol style="list-style-type: none"> <li>1. Caring Friendships</li> <li>2. Being Kind</li> <li>3. Families</li> </ol>
Year 1	Science <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
Year 1	RSE: Growing & Caring For Ourselves <ol style="list-style-type: none"> <li>1. Different Friends</li> <li>2. Growing and Changing</li> <li>3. Families and Care</li> </ol>
Year 2	Science <ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
Year 2	Science <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> </ul>
Year 2	RSE: Differences <ol style="list-style-type: none"> <li>1. Differences</li> <li>2. Male and Female Animals</li> <li>3. Naming Body Parts</li> </ol>
Year 3	RSE: Valuing Difference and Keeping Safe <ol style="list-style-type: none"> <li>1. Body Differences</li> <li>2. Personal Space</li> <li>3. Help and Support</li> </ol>
Year 4	RSE: Growing Up <ol style="list-style-type: none"> <li>1. Changes</li> <li>2. What is puberty?</li> <li>3. Healthy Relationships</li> </ol>

YEAR GROUP	TOPIC/THEME DETAILS
Year 5	Living and Growing: Science <ul style="list-style-type: none"> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe the changes as humans develop to old age.</li> </ul>
Year 5	RSE: Puberty <ol style="list-style-type: none"> <li>1. Talking about puberty</li> <li>2. The Reproduction System</li> <li>3. Puberty Help and Support</li> </ol>
Year 6	Science <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>
Year 6	RSE: Puberty, Relationships and Reproduction <ol style="list-style-type: none"> <li>1. Puberty and Reproduction</li> <li>2. Communication in Relationships</li> </ol>
	3. Families, Conception and Pregnancy <ul style="list-style-type: none"> <li>• Describe the decisions that have to be made before having children.</li> <li>• Know some basic facts about conception and pregnancy.</li> </ul>
	4. Online Relationships

## Appendix 2: 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>
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>

TOPIC	PUPILS SHOULD KNOW
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 3: 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	