Staples Road Primary School

RELATIONSHIPS & SEX EDUCATION POLICY

STRIVE, RESPECT, SUCCEED

Approved by:	Local Governing Body
Last reviewed on:	October 2026
Next review due by:	October 2028

Aims

This policy is a working document which provides guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.
The aims of RSE at Staples Road Primary School are to:

- provide a framework in which sensitive discussions can take place;
- ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE;
- 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.

The RSE programme at Staples Road Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

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.
However, 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.
At Staples Road Primary School, we teach RSE as set out in this policy.

Policy development

This policy has been developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy. The consultation and policy development process involved the following steps:

1. **Review:** The PSHE coordinator gathered all relevant information including relevant national and local guidance. The coordinator used published information from DfE, PSHE Association, Cambridgeshire Scheme of Work and The Key.
2. **Staff consultation:** All school staff were given the opportunity to review 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.

Definition

At Staples Road Primary School, we define RSE as follows:
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.

Curriculum

Our curriculum plan is set out as per Appendix 1 but we may need to adapt it as and when necessary. Please look at the full scheme of work for more detail regarding RSE coverage within each year group.
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 do not seek answers online.
We recognise that sex education is not compulsory in primary schools, however, we have

decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to secondary school.
At Staples Road Primary School, primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born
- keeping safe

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).
Pupils also receive stand-alone sex education sessions in Years 5 and 6 delivered by school staff. When RSE lessons are delivered, there are two members of staff present. RSE is normally delivered in mixed gender groups except when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.
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

Sex education focuses on teaching fundamental building blocks about children's bodies and how they change including:

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty - Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.
The RSE 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 and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

All staff members and governors have access to the RSE policy. All staff are aware of the policy content and training is regularly delivered to staff on the policy content. Copies are available to parents from the school office on request.
The PSHE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

The Governing Body

The Governing Body 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, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. A ground rules contract exclusive to RSE lessons is devised by each class and agreed by pupils prior to RSE delivery.

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.

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 components of sex education within RSE. Those parents/carers wishing to exercise this right are invited in to see the Headteacher 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.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Staples Road Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Staples Road Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with

staff in advance;

- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Monitoring arrangements

This policy will be reviewed every two years:

Date formally approved by Governors:	October 2026
Review date:	October 2028
Person responsible for implementation and monitoring:	Headteacher; Teacher; Governor with special responsibility for PSHE
Other relevant policies:	PSHE, Child Protection, Drugs and Drug Education, Equality, Anti-Bullying, SEN, Confidentiality

Appendix 1: Curriculum overview map

YEAR GROUP	TOPIC/THEME DETAILS
1	My special people
2	We are Growing - Human Life Cycle Everybody's Body
3	What makes a good friend? Falling out with friends.
4	Time to change Personal Hygiene
5	Puberty changes Males and Females

YEAR GROUP	TOPIC/THEME DETAILS
	Emotions
6	Puberty Change and becoming independent Positive and Healthy Relationships Problems How a baby is made

Appendix 2: 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

TOPIC	PUPILS SHOULD KNOW
	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
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

TOPIC	PUPILS SHOULD KNOW
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