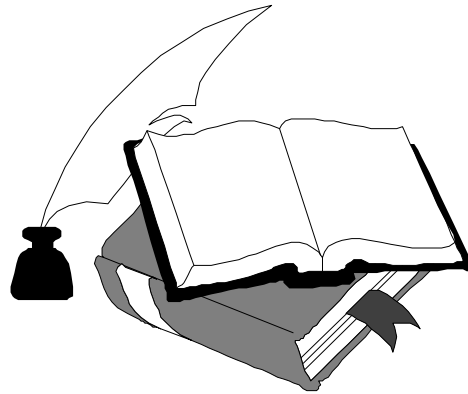


Alderman Payne Primary School



Relationships and Sex Education Policy

Date reviewed: July 2025

Next review: July 2026

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
- Be prepared for living in the wider world
- Show inquisitiveness about themselves and others
- Help children to show perseverance and resilience when faced with diversity

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.

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 Alderman Payne Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review – RSE coordinator pulled together all relevant information including relevant national and local guidance
2. Governor working party – RSE coordinator shared all relevant information with governor RSE committee
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
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, basic human reproduction, 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

We follow the Cambridgeshire PSHE Service Curriculum alongside a school behaviour curriculum.

The Curriculum takes the age, needs and feelings of pupils into account. 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 the overview in Appendix 1. Further information can be found on the school website.

Our Relationships and Sex Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities Relationships Education will be taught in:

- PSHE through *designated lessons, focused events, health weeks*
- Other curriculum areas, especially *Science, English, RE, PE and computing*
- Enrichment activities, especially our assembly programme, growth mindset and wellbeing approaches, visitors, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

6. 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

Our RSE scheme covers the biological processes of reproduction in plants and animals for the younger children through life cycles, and in humans for the older children Year 3-6 although sexual intercourse is only taught in year 6.

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 (the term "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).

The above areas are interlinked within our robust Personal, Social, Cultural and Health Education (PSCHE) scheme that is taught weekly throughout the year. When objectives are year group specific, we timetable our sessions so that year groups can be taught individually, in this way the content is appropriate for the age of the child.

A variety of teaching strategies are used within the sessions to ensure that all children regardless of ability are able to access the session content with a secure level of understanding

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 biological reproduction (human) 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 biological reproduction (human) 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.

RSE will be taught by:

the class teacher in all classes (rather than a Teaching Assistant)

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.

Parents have the right to withdraw their children from the biological reproduction (human) components of sex education within RSE.

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.

9. Training

Staff are trained on the delivery of RSE as part of 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 PHSE coordinator and the Headteacher through:

- Learning walks
- Formal observations
- Staff interviews
- Pupil interviews

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

Appendix 1: Overview for Values, PSHE, British Values and Behaviour Curriculum

Cycle A

School Value	Community – Kindness and Friendship	Responsibility – Personal and environmental	Diversity – Equity and Inclusion	Integrity – honesty and trust	Courage – Decisions and challenges	Aspiration – inspiration and passion
PSHE/RSE Unit	Beginning and belonging Family and Friends	Personal safety Digital lifestyles	Diversity and Communities RSE	Rules, rights and responsibilities	Drug education	Managing Change
British Values	Democracy Mutual Respect Tolerance	The Rule of Law Individual liberty	Mutual respect Tolerance	The Rule of Law Individual liberty	Mutual respect	Individual liberty
Behaviour Curriculum	Revisit school rules Ready, respectful, safe School expectations Context expectations Emotion vocabulary, situations, managing and responding	Resilience skills Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Relationships Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding

Cycle B

School Value	Community – Teamwork and co-operation	Responsibility – Social change and justice	Diversity – Compassion and Empathy	Integrity – Wisdom and Resilience	Courage – Risks and forgiveness	Aspiration – Perseverance and determination
PSHE/RSE Unit	Working together My emotions	Antibullying	Healthy Lifestyles RSE	Financial capability	Managing safety and risk	Managing change
British Values	Democracy Mutual Respect Tolerance	The Rule of Law Individual liberty	Mutual respect Tolerance	The Rule of Law Individual liberty	Mutual respect	Individual liberty
Behaviour Curriculum	Revisit school rules Ready, respectful, safe and what this looks like within the current class/year group PSHE Unit - Emotions	Resilience skills Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Reciprocity Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Reciprocity Resourceful Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Reciprocity Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding	Resilience skills Reciprocity Resourceful Reflective Self-regulation and managing self objectives Emotion vocabulary, situations, managing and responding

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	