



Relationship and Sex Education Policy

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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

In school, our values of 'show respect, honesty, independence, never give up and excellence' are taught in school and reference is made to them through the delivery of the PHSE curriculum.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Avenue Primary School, we teach RSE as set out in 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 – 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 RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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 progression map in Appendix 1.

6. Delivery of RSE

In The Avenue Primary, we deliver our RSE curriculum via our PSHE lessons. The main driver for these lessons is Pol-Ed. This has direct links to the PSHE Association. We have selected this scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors.

The elements of our RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups (occasionally in Upper KS2); the class teacher will decide this after discussion with the PSHE subject lead.

Occasionally, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of RSE in school: for example, the school nurse. All visitors will be familiar with, and understand, the school's RSE policy and be expected to work within it.

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each academic year a 'Class Charter' will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Using kind and positive words.
- Respect everybody's contribution.
- Only using personal information in a positive manner.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using the 'Circle Time' lesson structure (sitting in a circle – eye contact, establishing ground rules, e.g. hands up, taking turns, allowing children to 'pass', valuing all contributions – no put-downs, always praising – very positive, low teacher profile, always ending session on a positive note and making it fun – light-hearted)
- Using 'distancing' techniques such as role-play, case studies, videos etc. to depersonalise sensitive issues.
- Using anonymous question boxes (upper KS2). These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- Emphasising to children that they only share information that they feel comfortable sharing.

All staff teaching RSE will be supported and advised on these matters by the PSHE Lead and senior leadership team as and when required.

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, to meet the needs of individual pupils with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We deliver the 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

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

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The head teacher

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).

8.3 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

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.

All teachers and sometimes teaching assistants will deliver the RSE curriculum in school through the agreed school approach to PSHE.

8.4 Pupils

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

9. 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.

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

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by James Hunter – Head of School through monitoring arrangements, such as planning scrutinies, learning walks and quality assurances.

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

This policy will be reviewed by the Head of School on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map



Draft PSHE Curriculum

Our PSHE curriculum for EYFS, KS1, and KS2 covers key themes such as Relationships, Keeping Safe, Understanding the Law, and Well-being, with age-appropriate questions designed to help children develop empathy, resilience, and respect. Lessons are planned across all year groups to progressively build skills for staying safe, making informed choices, and understanding rules and responsibilities in a supportive way.

EYFS *Nursery & Reception to be confirmed					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How can I be a good friend?	Relationships: How can I make other children feel happy?	Relationships: How can I play nicely with others?	Relationships: How can adults at school help me?	Keeping Safe: How can I play safely?	Keeping Safe: How can I keep safe at school?
Keeping Safe: How can I keep safe at home?	Keeping Safe: Who are the police and how do they help us?	Understanding the Law: What are rules?	Understanding the Law: What are consequences?	Understanding the Law: What can I do if I'm feeling big emotions?	Well-being: How can I be a germ buster?
Well-being: How does food help me?	Well-being: How does exercise help me?				
Passport: What are emotions?	Passport: What is empathy?	Passport: What is respect?	Passport: What is self-worth?	Passport: What is resilience?	Passport: What is risk?

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How can I be an ally?	Relationships: How can I make friends?	Relationships: What if my friends are making me feel sad?	Relationships: What is bullying?	Relationships: Why are safe hands important?	Relationships: Why is name calling unkind?
Keeping Safe: How can I keep safe in new places?	Keeping Safe: How can I speak up?	Keeping Safe: How can I use things at home safely?	Keeping Safe: What is 999?	Keeping Safe: What is private information?	Keeping Safe: Who are my trusted adults?
Understanding the Law: How can I be responsible?	Understanding the Law: What can happen when rules are broken?	Understanding the Law: What do the police do?	Understanding the Law: Why have different rules in different places?	Well-being: What makes me special?	Well-being: What do feelings feel like?
Well-being: How can I share my feelings?	Well-being: How can I be an empathy expert?				

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How are we the same? How are we different?	Relationships: How can I work with different people?	Relationships: How do I share family worries?	Relationships: What is a family?	Relationships: Why are relationships important?	Keeping Safe: How can I keep safe online?
Keeping Safe: What are different types of meetings?	Keeping Safe: What are medicines?	Keeping Safe: What are private body parts?	Keeping Safe: What is fire safety?	Understanding the Law: What are needs and wants?	Understanding the Law: What is a job?

Understanding the Law: What is money?	Understanding the Law: What is the internet?	Understanding the Law: Why does age matter?	Well-being: How can I deal with change?	Well-being: What does it mean to be healthy?	Well-being: How can I look after my body?
Well-being: Why is sleep important?	Well-being: When do I need to take a break?				
Passport: What is empathy?	Passport: What is future planning?	Passport: What is respect?	Passport: What is self-worth?	Passport: What is resilience?	Passport: What is risk?
Passport: What is fact finding?	Passport: What is informed decision making?				

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How should we treat people?	Relationships: What can I do when friendships go wrong?	Relationships: What can I do when consent in friendships?	Relationships: What is bullying?	Relationships: Who are my key people?	Keeping Safe: How can I share my worries?
Keeping Safe: What are emergency services?	Keeping Safe: What are emergency situations?	Keeping Safe: What do we mean by risk?	Keeping Safe: When should I break a secret?	Understanding the Law: How can I be a responsible citizen?	Understanding the Law: How do we enforce the law?
Understanding the Law: What are children's rights?	Understanding the Law: What is the law and why do we have it?	Well-being: What is mental health?	Well-being: What am I good at?	Well-being: How can intense feeling feel?	Well-being: What words can I use to talk about my feelings?
Well-being: How does school help me?					

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How can we be role models?	Relationships: What is a healthy friendship?	Relationships: What is discrimination?	Relationships: What is diversity?	Relationships: What is peer influence?	Relationships: Who makes up my community?
Keeping Safe: How can I keep safe in my local area?	Keeping Safe: How can we keep safe on the road?	Keeping Safe: What are hazards in the home?	Keeping Safe: What is first aid?	Keeping Safe: Who do I encounter?	Understanding the Law: How can I respect my environment?
Understanding the Law: What are protected characteristics?	Understanding the Law: What can I be?	Understanding the Law: What is hate crime?	Well-being: How do my choices help me to be healthy?	Well-being: What are healthy habits?	Well-being: Why is food fuel?
Well-being: How can I be a hygiene hero?	Well-being: How does school build my character?				

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How can my adult relationships affect my future?	Relationships: How do words have power?	Relationships: What are my personal boundaries?	Relationships: What are online friendships?	Relationships: What is grooming?	Relationships: What is media influence?
Relationships: What is peer pressure?	Keeping Safe: How can we keep our things safe?	Keeping Safe: How can we use our phones sensibly?	Keeping Safe: What are deep fakes?	Keeping Safe: What are the risks with money?	Keeping Safe: What do I know about drugs?

Keeping Safe: Why are our special people important?	Understanding the Law: How do rules help our community?	Understanding the Law: What can and can't I do on the internet?	Understanding the Law: What is gambling?	Well-being: What is my personal identity?	Well-being: How might puberty impact the way I feel?
Well-being: How might being online impact the way I feel?	Well-being: How might my activity levels impact the way I feel?	Well-being: How might school impact the way I feel?	Well-being: How can drugs and alcohol make people feel?		

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships: How can I get ready for secondary relationships?	Relationships: How can we be allies against racism?	Relationships: How can we challenge sexism?	Relationships: How can we respect different relationships?	Relationships: What is a debate?	Relationships: What is my relationship with authority?
Keeping Safe: How is my data shared?	Keeping Safe: What is spiking?	Keeping Safe: What is the issue with addiction? (Vaping/ smoking)?	Keeping Safe: Why <u>does</u> media have age restrictions?	Keeping Safe: Bonfire Night Lesson	Keeping Safe: Halloween Lesson
Understanding the Law: What different types of crime are there?	Understanding the Law: What does the law say about legal drugs?	Understanding the Law: What does the law say about marriage?	Understanding the Law: What is a weapon?	Understanding the Law: What is antisocial behaviour?	Understanding the Law: What is shop theft?
Well-being: What does 30 look like?	Well-being: How can I re-frame my thinking?	Well-being: How can I seek support for my mental health?	Well-being: How can I cope with leaving school?		
Passport: What is empathy?	Passport: What is future planning?	Passport: What is respect?	Passport: What is self-worth?	Passport: What is resilience?	Passport: What is risk?
Passport: What is fact finding?	Passport: What is informed decision making?				

*Pol-Ed resources support the delivery of this content.

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"> • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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

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	