

Chuter Ede Primary School

~ Relationships & Sex Education Policy ~

Summer 2025

Collated by	Bernadette Hunter and Rachel Revill
Adapted from	The Key Support Services
Ratified by	Governing Body
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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
- Understand that relationships exist in the real and online world and that all relationships should be respectful

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 Chuter Ede Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors and staff, in line with the current RSE government guidance.

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Our RSE curriculum is based upon the Jigsaw PSHE scheme, which is compliant with the DfE RSE statutory guidance. Adaptions have been made to the scheme in order that it meets the needs of our learners, at their age and stage of learning, whilst maintaining compliance with the statutory guidance and end of primary objectives.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, personal identity and diversity (including family make up, homophobia and gender stereotype).

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

We ensure curriculum coverage by following the Jigsaw PSHE scheme of work. These plans are progressive, beginning in Foundation and following the children all the way up to the end of year 6. Progression is planned for and structured objectives ensure that knowledge and skills are built upon throughout school. Adaptions are made to individual lessons in order to meet the needs of our learning.

The 'Changing Me' topic is taught across school in the second part of the Summer term. Jigsaw materials for this topic have been altered to meet the needs of our learners. The changes made to this topic include reallocating objectives to older year groups and introducing certain vocabulary at times that better correlate with the development of pupils and the planned learning in Science topics.

The RSE policy is visible on the school's website. Parents are directed to this and feedback is welcomed and taken into account when making future adaptations.

Ahead of the year 6 Changing Me topic which teaches aspects of the RSE that go beyond the National Curriculum for Science, specifically sex education, parents are invited to consult on the lessons planned and materials to be used.

Lessons are planned taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of the planned curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. It may be necessary to direct pupil questions back to parents and carers when questions are deemed to be beyond the reasonable remit of staff. Teacher judgement may be necessary when addressing questions and we acknowledge that not every question can be anticipated. We also acknowledge that this can be a challenging situation for both staff and parents.

SEND:

- As in all curriculum areas, teaching will take account of all additional needs and disabilities
- High quality teaching, that is adapted and personalised, will ensure accessibility for all pupils in line with an individual's age and stage of development

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The majority of our PSHE is planned for as part of a whole school, progressive curriculum. These planned elements of PSHE are delivered using Jigsaw and Talking Points materials, these planned lessons are sometimes supplemented with materials from recognised organisations such as Stonewall. Some PSHE provision is taken the form of responsive circle time that addresses issues, worries and incidents in a timely manner.

Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The curriculum for year 5 children includes the topic of puberty and menstruation. Year 6 children learn how a baby is conceived and born.

All RSE education is planned and delivered in a way that is suitable for the age and stage of the children in each class.

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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

7. Roles and responsibilities

7.1 The governing board

The governing board 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 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 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.

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

9. Training

Staff meeting time has been allocated in order that the DfE statutory RSE guidance, our school RSE policy and whole curriculum is understood. Time has also been provided for year group staff to plan and resource the Changing Me topic of RSE in a sensitive and appropriate way, ensuring whole school progression.

Where appropriate, training is sought from external agencies such as Stonewall, the Achievement and Equality Team and the County ESHAW team, bringing in specialist knowledge and different ways of engaging with young people.

10. Monitoring arrangements

The delivery of RSE is monitored by SLT in the following ways:

Monitoring takes place via activities such as staff meetings, department meetings, planning scrutinies, learning walks and pupil interview.

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

This policy will be reviewed by SLT, bi-annually. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1: 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 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

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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

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Appendix 2: 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	