

# SHERINGTON PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY



## Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

**Aspire** Motivating and exciting all to become lifelong learners

**Believe** Developing the skills and confidence to foster self-belief

**Create** Engaging all learners through creative practice and personal reflection

**Achieve** Experiencing success and embracing future challenges

## Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry-based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

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Ratified by Governors:	April 2026
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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- help and support children and young people in their physical, emotional, social, intellectual, cultural and moral development;
- help children to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- prepare children for puberty, giving them an understanding of sexual development and the importance of health and hygiene;
- provide knowledge and understanding about all loving relationships (including the nature of healthy sexual relationships and the process of human reproduction);
- ensure children acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- provide information that is accurate, honest and easy to understand at children’s level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

### 2. Statutory requirements

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

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.

We must also have regard to our 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 Sherington, we teach RSE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with staff, children and parents and carers. 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 carers and any interested parties were invited to offer feedback on the policy.
4. Child consultation – we investigated what children want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Definition**

RSE is about teaching children to develop their knowledge, skills, character, attitudes and values in order to be safe, healthy, happy, confident, positive, respectful and responsible – both now and in the future.

***RSE is not about the promotion of sexual activity.***

### **5. Curriculum**

We have developed the curriculum so as to take into account the age, developmental stage, needs and feelings of all children.

We will share all curriculum materials with parents and carers upon request.

### **5.1 Answering questions**

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Using ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a child has a question, they are to write it down and put it into the question box. This affords teachers the time to ensure questions are answered in an appropriate and factual way (with reference to age-related expectations). When teachers feel it is not appropriate to answer some questions in front of the whole group, the question will then be addressed on an individual basis with the child (and in some cases with parents and carers). All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

## **6. Delivery of RSE**

Relationships education is taught within the Personal, Social, Health and Economic Education curriculum (PSHE). Biological aspects of RSE are taught within both the Health Education (PSHE) and Science curriculums. Other aspects of learning are included in Religious Education (RE).

Relationships education is taught with clear learning objectives and the curriculum is designed to build on prior knowledge and understanding. Time is spent developing ground rules with children and these are based on three fundamental rights of the child: the right to learn; the right to be and feel safe; the right to feel and be respected.

Engaging teaching takes place in a variety of ways, and using a variety of resources. RSE is taught by class teachers, who are trained and confident in their subject expertise. No child or teacher will have to answer a personal question and children will not be forced to take part in discussion. Correct vocabulary will be used when referring to body parts.

All children, including those with SEND, have a right to effective RSE learning. Individual children's needs are taken into account and adjustments to the curriculum, and/or how it is accessed, are made when necessary.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships based on:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Belonging to a community
- Media literacy and digital resilience
- Money and work
- Physical health and mental wellbeing

- Growing and changing
- Keeping safe

These areas of learning are taught within the context of family life (from year 1 to year 6).

The changing adolescent body (puberty) is covered in year 4 in PSHE. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (PSHE). Human reproduction is covered in years 5 and 6 in Science.

The Early Years Framework sets out its own expectations under PSED. Children in Reception will cover:

- Managing their own basic hygiene and personal needs
- Forming positive attachments to adults and friendships with peers
- Working and playing cooperatively

We will always take care to make sure 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). Alongside this, will reflect 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.

For more information about our PSHE curriculum, please see the school website.

This subject, as well as PSHE, is led by Jolie Bull.

### **6.1 Inclusivity**

We will teach in a manner that:

- considers how a diverse range of children will relate to them;
- is sensitive to all children's experiences;
- makes children feel:
  - safe and supported
  - able to engage with the key messages.

We will also make sure that children learn in an environment that is appropriate for them, for example in:

- a whole-class setting;
- small groups or targeted sessions;
- 1-to-1 discussions;
- digital formats.

## 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;
- support children in applying their knowledge in different contexts and settings;
- are accessible and age-appropriate, given the age, developmental stage and background of our children;
- are evidence-based and contain robust facts and statistics;
- fit into our over-arching curriculum plan;
- are from credible sources;
- are compatible with effective teaching approaches;
- are sensitive to children's experiences and won't provoke distress.

## 7. Use of external organisations and materials

Our PSHE curriculum programme is based on the PSHE Association's thematic model.

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

The school remains responsible for what is said to children. 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 children's developmental stage
  - comply with:
    - this policy
    - the [Teachers' Standards](#)
    - the [Equality Act 2010](#)
    - the [Human Rights Act 1998](#)
    - the [Education Act 1996](#)

## 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 Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for sharing resources and materials with parents and carers.

## **8.3 The RSE Lead**

The RSE Lead is responsible for working with senior leaders to ensure policy and practice are in line with wider policy documentation, and any changes to statutory guidance. On a day-to-day basis, the lead will monitor resourcing, planning, teaching and assessment.

## **8.4 Staff**

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual children

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 teaching staff, including cover teachers, are responsible for teaching RSE in our school.

## **8.5 Children**

Children 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 and carers do not have the right to withdraw their child from Relationships Education, statutory National Curriculum Science, or Health Education (PSHE) sex education content. This is to ensure all children and young people learn about safe and healthy relationships – including online awareness. At Sherington, we do not teach non-statutory components of 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 and PSHE Lead 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 as required.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

- collection of pupil voice;
- work sampling;
- learning walks;
- discussions with teachers;
- governor visits.

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

This policy will be reviewed by the Headteacher every two years. At every review, the policy will be approved by the governing board.

## 12. Links with other policies

This policy links to the following policies and procedures:

PSHE policy

[Policies - Sherington Primary School](#)

### Appendix 1: Statutory DfE guidance: Relationships Education, Relationships and Sex Education and Health Education

By the end of primary school, children should know:

TOPIC	CHILDREN 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>

TOPIC	CHILDREN SHOULD KNOW
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	CHILDREN 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>

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and wellbeing		
	Families & friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental wellbeing	Growing & changing	Keeping safe
Year 1	Role of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special, feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; dental hygiene; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The values of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing re-framing and setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies; first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media