

Relationships and sex education policy

Lockerley CofE Primary School



Approved by: FGB

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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
- › At Lockerley Primary School RSE is culturally and community sensitive as well as encompassing the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice as well as the understanding of abstinence and celibacy as positive life choices.

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 Lockerley we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff 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 look at the policy
4. 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. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity, it is a lifelong learning process. It is about respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them.

Our school's approach is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law and good pedagogy. It aims to reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature.

Christian Context

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE should be set in a context that is consistent with the school's Trust Deed, Christian ethos and values.

RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, and responsibility

- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)
- The importance of why marriage is an important relationship choice
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

5. Curriculum

Our 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, 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 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 map in Appendix 1.

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).

In our school we focus on teaching RSE in the context of relationships and using a variety of formal and informal opportunities and strategies. These are taught alongside the Christian ethos of the school with the emphasis being on family values. This all helps children to develop their self-esteem and emotional wellbeing and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and others. RSE is an important part of a child's learning, focusing on healthy and safe relationships, being responsible and understanding their bodies.

RSE is taught within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

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 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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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

Mrs Kwiatek 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

All teaching 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 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Kwiatek and Mrs Bowman (PSHE/RSE Subject Leader) through learning walks and book scrutiny. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Kwiatek and Mrs Bowman annually. At every review, the policy will be approved by the governing committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Spring 1	<p>Physical Development, Health and Self-Care, Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Understand some areas in which the children can look after themselves eg, dressing, undressing • Understand the importance of keeping clean and basic hygiene routines • Identify different members of your family and how they can help each other 	<p>Glove puppet</p> <p>Items related to keeping clean: flannel, soap, towel, toothpaste, toothbrush, hair brush</p> <p>Anatomically correct dolls</p> <p>Paper for drawing</p>
Year 1	Summer 1	<p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • To know how to keep clean and look after oneself • Understand that babies become children and then adults • Know the difference between boy and girl babies • Know there are different types of families • Know which people we can ask for help 	<p>Story bag containing sponge and soap. A school jumper.</p> <p>Pictures of newborn babies</p> <p>Lifecycle picture cards</p> <p>Family pictures and stories about families</p>
Year 2	Summer 2	<ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change • the names for the main parts of the body (including external genitalia) the similarities between boys and girls • notice that animals, including humans, have offspring which grow into adults 	<p>Boy/girl/both labels</p> <p>Pictures of clothing/objects</p> <p>Pictures of newborn babies</p> <p>Pictures of male and female animals</p> <p>Body parts picture cards</p> <p>Female x ray picture</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<ul style="list-style-type: none"> • The names for the main parts of the body including external and genitalia • The similarities between boys and girls • To know when and how to ask for help and use basic techniques for resisting pressure to do something unwanted, unhealthy, that makes them uncomfortable, anxious or that they know is wrong. • To know the difference between different types of relationships including those between friends, family, civil partnerships and marriage. • To judge what kind of physical contact is acceptable/unacceptable and how to respond 	<p>Clothed baby picture cards</p> <p>Pictures of male and female bodies</p> <p>Families pictures</p> <p>Who can I talk to worksheet</p>
Year 4	Summer 2	<ul style="list-style-type: none"> • How their bodies will, and emotions may, change as they move through puberty • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • about human reproduction • Describe the changes as humans develop to old age 	<p>Lifecycle pictures and cards</p> <p>Body part pictures and cards</p>
Year 5	Summer 2	<ul style="list-style-type: none"> • How their body will, and emotions may, change as they approach and move through puberty • To recognise that they may experience conflicting emotions and when they need to face their emotions or overcome them • To feel confident to raise their own concerns, to recognise and care about other people's feelings • Describe the changes as humans move to old age 	<p>Pictures of male and female reproductive organs</p> <p>Anonymous questions template</p> <p>What is the menstrual cycle?</p> <p>Cards</p> <p>Puberty problems page and resource bag</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	<ul style="list-style-type: none"> • How their body will, and emotions may, change as they approach and move through puberty • About human reproduction • The importance of protecting personal information such as passwords, addresses and images of themselves and others • To be aware of different types of relationships including those between friends, family, civil partnerships and marriage. • To recognise what constitutes healthy relationships and develop the skills to form them 	Puberty and body parts cards Reproduction question sheets Relationships pictures How does a baby start? Cards Relationships questions cards Conception and pregnancy quiz Pictures of male and female reproductive organs

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
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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>