



Relationships and Sex Education (RSE) Policy

Policy Approved Date	May 2025
Version	1.0
Review Date	October 2025

Definition

Relationships and Sex Education (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.

Rights

- Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being.
- Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.
- Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and others' cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.

Aims

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

- Provide a framework in which sensitive discussions can take place, in partnership with home and school
- 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
- Help pupils understand on and offline safety, consent, violence and exploitation and how to keep themselves safe
- Be inclusive of difference, gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief and other life experiences

Statutory requirements

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are 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. The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet:

Every school must 'offer a curriculum which is both balanced and broadly-based and which promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for future opportunities and responsibilities.'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and

to protect children from unsuitable teaching and materials. Under the Children Act 2004, schools have a duty to promote the wellbeing of their pupils and good quality RSE contributes to this duty. Further, we recognise that, as a school, we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

Curriculum organisation

Our pupils follow the Jigsaw programme of study, a comprehensive scheme of work for both PSHE and RSE. Jigsaw covers all of the DfE's new statutory requirements for relationships education, including both the statutory requirements of sex education that are taught in the statutory National Curriculum and the non-statutory aspects as outlined in our school's curriculum map (Appendix 1). Biological aspects of RSE are taught as part of the science strand of the National Curriculum.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers online. Primary sex education will focus on:

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

Relationships education is taught between year 1 and 6, and focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Caring friendships
- Respectful relationships
- Online relationships

Pupils in years 4, 5 and 6 will learn about body changes and puberty. In addition to this, year 6 pupils will learn the term 'sexual intercourse' and that it is a way in which people in loving and consensual relationships show love for one another, and how a baby is conceived. 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).

Roles and responsibilities

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/non-science] components of RSE (see 'Parent's right to withdraw' section below). This will be in close co-operation with the Personal, Social, Health and Economic (PSHE) subject leader.

The governing board – The governing board will hold the Headteacher accountable for the implementation of this policy.

Teaching staff - Members of teaching staff will deliver the programme. They 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/non-science] 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

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

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/non-science] components of sex education within RSE. Parents will be informed via a letter about the upcoming learning taking place in the Summer Term across the year groups. 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.

The lessons which include subject matter that falls outside of the compulsory elements are:

- Summer 2: Changing Me - Year 4, Lesson 2 (Having a baby)
- Summer 2: Changing Me - Year 5, Lesson 4 (Conception)
- Summer 2: Changing Me - Year 6, Lesson 3 (Conception, birth)

Parents and carers may, therefore, request that their child be withdrawn from these lessons only.

Monitoring arrangements

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

- Learning walks during session delivery
- Conferencing with staff and pupils
- Whole class 'book looks', where learning from each Jigsaw lesson can be viewed

Pupils' development in RSE is monitored by class teachers. This policy will be reviewed biannually. At every review, the policy will be approved by Head Teacher and Governors.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Kingsteignton School uses Jigsaw to teach PSHE. Jigsaw covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education and is taught across the school from Reception to Year 6. The table below gives the learning theme of each of the six units: these are taught across the school with the learning deepening and broadening every year.

The main focus for RSE is in the 'Changing me' unit taught in the second half of the Summer term.

Term	Unit	Content
Autumn 1	Being Me in My World	This unit includes understanding my own identity and how I fit well in the: world, class, school and global community. The 'Jigsaw Charter' is also established.
Autumn 2	Celebrating Difference	This unit includes anti-bullying (cyber and homophobic bullying included) and understanding. Recap on the 'Changing Me' unit from the previous year
Spring 1	Dreams and Goals	This unit includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	This unit includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. It also recaps the 'Changing Me' unit from the previous year.
Summer 1	Relationships	This unit includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	This unit includes Relationships and Sex Education in the context of coping positively with change.

Detail of the 'Changing Me' unit from the Jigsaw scheme of work:

Year Group: Topic/Theme details

Year R	Lesson 1: My Body Lesson 2: Respecting My Body Lesson 3: Growing Up Lesson 4: Fun and Fears Part 1 Lesson 5: Fun and Fears Part 2 Lesson 6: Celebration
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Year 1	<p>Autumn 2 and Spring 2 – Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: Life Cycles</p> <p>Lesson 2: Changing Me</p> <p>Lesson 3: My Changing Body</p> <p>Lesson 4: Boys’ and Girls’ Bodies</p> <p>Lesson 5: Learning and Growing</p> <p>Lesson 6: Coping with Changes</p>
Year 2	<p>Autumn 2 and Spring 2 - Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: Life Cycles in Nature</p> <p>Lesson 2: Growing from Young to Old</p> <p>Lesson 3: The Changing Me</p> <p>Lesson 4: Boys’ and Girls’ Bodies</p> <p>Lesson 5: Assertiveness</p> <p>Lesson 6: Looking Ahead</p>
Year 3	<p>Autumn 2 and Spring 2 – Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: How Babies Grow</p> <p>Lesson 2: Babies</p> <p>Lesson 3: Outside Body Changes</p> <p>Lesson 4: Inside Body Changes</p> <p>Lesson 5: Family Stereotypes</p> <p>Lesson 6: Looking Ahead</p>
Year 4	<p>Autumn 2 and Spring 2 – Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: Unique Me</p> <p>Lesson 2: Having a Baby</p> <p>Lesson 3: Girls and Puberty</p> <p>Lesson 4: Circles of Change</p> <p>Lesson 5: Accepting Change</p> <p>Lesson 6: Looking Ahead</p>
Year 5	<p>Autumn 2 and Spring 2 – Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: Self-Image and Body image</p> <p>Lesson 2: Puberty for Girls</p> <p>Lesson 3: Puberty for Boys</p> <p>Lesson 4: Conception</p> <p>Lesson 5: Looking Ahead 1</p> <p>Lesson 6: Looking Ahead 2</p>
Year 6	<p>Autumn 2 and Spring 2 – Recap on ‘Changing Me’ unit from the previous year</p> <p>Lesson 1: My Self-image</p> <p>Lesson 2: Puberty</p> <p>Lesson 3: Babies: Conception to Birth</p> <p>Lesson 4: Boyfriends and Girlfriends</p> <p>Lesson 4a: Adolescent Friendships Alternative</p> <p>Lesson 5: Real self and Ideal self</p> <p>Lesson 6: The Year Ahead</p>

Appendix 2: By the end of primary school pupils will know:

Caring friendships	<p>Pupils will know</p> <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 up 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	<p>Pupils will know</p> <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 business.- That in school and in wider society they can expect to be treated with respect by others, and that in turn they will 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 (primary 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	<p>Pupils will know</p> <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.

Appendix 3: Right to withdraw Form for Parents and Carers

TO BE COMPLETED BY PARENTS

I, _____, parent of _____ in _____ class confirm that I wish to withdraw my child from the following Relationships and Sex Education curriculum sessions relevant to their current year group:

- Summer 2: Changing Me - Year 4, Lesson 2 (Having a baby)
- Summer 2: Changing Me - Year 5, Lesson 4 (Conception)
- Summer 2: Changing Me - Year 6, Lesson 3 (Conception, birth)

I can confirm that I:

- Have read the PSHE and RSE Policies.
- Have watched and evaluated the relevant module resources, including the videos.
- Assume full responsibility for the teaching of my child with respect to this aspect of their education, including any safeguarding and child protection responsibilities that may be connected to this topic.
- Understand that my child may learn about aspects of sex education from his/her peers.
- Understand that this secondary information may misinform my child on the topic. I understand that the school cannot be held responsible for the transfer of learning or misinformation between children. If this occurs, I assume full responsibility for addressing these misconceptions.
- Understand that if a misconception held by my child puts my child or any other child at non-urgent risk, the school will contact and inform me.
- Understand that if the safeguarding issue is an urgent risk or if it is clear that a child is at risk because the parent has failed to adequately support the child with the issue, the school will take such action as is necessary to secure the safeguarding of all children, including your child, and this may include direct teaching according to the RSE curriculum as part of our safeguarding duty.

Name of child	Class
Name of parent / carer	Date
Reason for withdrawing from the Sex Education lessons within the Relationships and Sex Education curriculum	
Other information you would like the school to consider	

Parent/carer signature
To be completed by the school:
Agreed actions following discussion with parents.