



POLICY: Relationships Education Policy,
including Sex Education

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**SIGNATURE CHAIR OF
GOVERNORS:**

Gavin C Brown

RELATIONSHIPS EDUCATION INCLUDING SEX EDUCATION POLICY FOR OXLEY PRIMARY SCHOOL

VERSION: MAY 2025

Relationships Education in our school

At Oxley, we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships.

Relationships Education at Oxley equips children with the information and skills they need to understand themselves, their peers and to navigate the wider community around them.

Relationships Education enable pupils to explore their own attitudes and those of others respectfully.

Context of Wider PSHE

We deliver Relationships Education as part of our wider Personal, Social, Health and Economic Education (PSHE), which also includes statutory Health Education.

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
- Teach pupils to the importance of safe, healthy and consenting relationship

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils 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 Oxley, 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 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 were also given the opportunity to feedback on the RSE provision here at Oxley Primary.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Parents and carers were asked to complete a questionnaire to gain opinions on RSE education. Out of recipients asked, 96% of people either agree or strongly agree to **“I strongly support the school in their aims and objectives for Relationships and Sex Education.”**

Parents also felt the need for more explicit information to be made available about what the RSE entails. Our curriculum map, lesson objectives and vocabulary list can be found in **Appendix 1**.

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. Parts of sex education is taught as part of the science curriculum as part of “Animals including Humans.”

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. Open communication with parents/carers is also crucial.

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 relationships 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 - bodily autonomy/consent

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).

This teaching is also supplemented and supported by our teaching of “Everyone’s Welcome” a Leicestershire County Council scheme that teaches the protected characteristics as outlined in the Equality Act (2010).

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. This also falls under our duty to promote the British Values of “Mutual Respect”, “Rule of Law” and “Individual Liberty”.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them, including those with SEND.FK
- 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 in single year groups. Teachers will plan for these across the phase team lessons so that children can be split into their year groups.

- 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 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 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

All members of teaching staff are responsible for the teaching 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.

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

10. Training

Training on RSE is available for all teachers. Staff are encouraged to speak to the PSHE lead/Headteacher should they feel they require additional support or CPD.

Materials are available through Cambridge PSHE Service, which formats our school curriculum.

11. Monitoring arrangements

The delivery of RSE is monitored by the **Headteacher** and **PSHE lead** through: planning scrutinies, learning walks, book looks and pupil/staff interviews.

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

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by governing body and headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RSE is taught in Summer term 2. Alongside this, each school year (Autumn term 1) we begin with a whole school focus on the NSPCC PANTS rule. See the NSPCC website for more details.

Our planning and objectives follow the **Cambridge PSHE** scheme.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
WHOLE SCHOOL	Autumn 1	<ul style="list-style-type: none">The whole school will explore the PANTS rule through the NSPCC resources. This learning, presented in a way related to age and stage, will cover:<ul style="list-style-type: none">➤ Bodily autonomy➤ Consent➤ Safe, unsafe and unwanted touch➤ Support networks and trusted adults
RSE curriculum overview by year group (for RSE lessons, children are grouped and taught in year groups, not as mixed classes)		
EYFS	Summer 2	<ul style="list-style-type: none">What does my body look like?What can my body do?What differences and similarities are there between our bodies?How can I look after my body and keep it clean?Who are the members of my family and trusted people who keep me safe?How do I feel about growing up?
Year 1	Summer 2	<ul style="list-style-type: none">What are the names of the main parts of the body? (naming external body parts including vulva and penis)What can my amazing body do?When am I in charge of my actions and my body?How can I keep my body clean?How can I avoid spreading common illnesses and diseases?
Year 2	Summer 2	<ul style="list-style-type: none">What's growing in that bump?How do babies change and grow?How have I changed since I was a baby?What do babies and children need from their families?Which stable, caring relationships are at the heart of families I know?What are my responsibilities now that I'm growing up?

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 2	<ul style="list-style-type: none"> How are male and female bodies different and what are the different parts called? What can my body do and how is it special? When do we talk about our bodies, how they change, and who do we talk to? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this?
Year 4	Summer 2	<ul style="list-style-type: none"> What are the main stages of the human life cycle? How did I begin? What does it mean to be 'grown up'? What am I responsible for now and how will this change? How do different caring, stable, adult relationships create a secure environment for children to grow up?
Year 5	Summer 2	<ul style="list-style-type: none"> What are the female and male sexual parts called and what are their functions? How can I talk about bodies confidently and appropriately? What happens to different bodies at puberty? What might influence my views of my body? How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria?
Year 6	Summer 2	<ul style="list-style-type: none"> What are different ways babies are conceived and born? What effect might puberty have on people's feelings and emotions? How can my words or actions affect how others feel and what are my responsibilities? What should adults think about before they have children? Why might people get married and have civil partnerships? What are different families like?

Links with the Science curriculum (statutory components)

Year 1	identify, name, draw and label the basic parts of the human body
Year 2	notice that animals, including humans, have offspring which grow into adults
Year 5	describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age
Year 6	describe how living things are classified

	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
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Appendix 1: Curriculum map

Relationships and sex education curriculum map (con'td)

Taken from Cambridge PSHE Service 2022, Use of Vocabulary in RSE.

Why name sexual parts?

The DfE Guidance for Relationships Education, RSE and Health Education (2019) states that as part of primary

Relationships Education children should learn the following as part of the 'Being Safe' area of work:

- How to reports concerns or abuse, and the vocabulary and confidence needed to do so.

It is therefore part of the statutory curriculum for all schools that children learn the names of body parts and how to talk confidently about these to trusted adults. Learning the names for sexual parts is a protective factor.

"Early and accurate naming of children's body parts is vital...this has serious implications for child protection. – RSE for Primary Aged Children, 2002.

	Key areas of learning	Feelings/relationships	Body parts and processes	Other
EYFS	External body parts	Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy	Size Shape range of simple external body parts e.g. hands, head, teeth bottom	range of action words e.g. run, jump growing up germs boy girl male female
KS1 Year 1/2	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts e.g. stomach, chest vulva testicles/penis	man woman teenager adult
KS2 Year 3/4	External body parts Differences between male and female First steps in understanding sexual reproduction/puberty	love dependent independent	breast nipple anus scrotum egg sperm	toiletries bacteria infection hygiene

KS2 Year 5/6	Sexual reproduction Internal body parts The effects of puberty on the body	commitment marriage stable relationship	Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ ovum vagina uterus/womb sperm/sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse/sex ejaculate/ejaculation conception pregnancy ovulation	sanitary towel tampon body odour deodorant
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Note: In each case the list of words is cumulative i.e. the word penis is included in the key stage one list: it should be used in all following lists.

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	
Signed	