



Hartford Primary School

RSE Policy

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Signature of Headteacher:

Signature of Chair of Governors:

HARTFORD PRIMARY SCHOOL

Relationships and Sex Education Policy

The term *relationships and sex education – RSE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage all types of relationships.

Introduction

We have based our school's RSE policy on the DfE Guidance document 'Relationships and sex Education Guidance'. In this document, RSE is defined as learning about 'healthy respectful relationships, focusing on family and friendships, in all contexts including online'. This sits 'alongside the essential understanding of how to be healthy'. We use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility. In addition, RSE will promote self-esteem and emotional health and well-being and help our children form and maintain worthwhile and satisfying relationships based on respect and responsibility for themselves and for others, at home, school, work, online and in the community. We will aim to take account of the emotional development of children and of issues such as sexuality, disability, ethnicity and faith.

The aims of RSE

The aims of 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
- Give pupils the knowledge and capability to take care of themselves, on and off line, and receive support if problems arise.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

We must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#).

This policy and our curriculum are written in accordance with the [DfE \(2019\) 'Relationships, Education, Relationship and Sex Education \(SRE\) and Health Education'](#) and [DfE \(2013\)](#)

[‘Science programmes of study: key stages 1 and 2’](#) statutory guidance. As outlined in the primary science curriculum, all pupils must be taught the aspects of sex education. This includes teaching about the main and external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. Schools are free to determine whether pupils should be taught sex education beyond what is required by the national curriculum. At Hartford Primary School, we do teach pupils sex education beyond what is required of 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 Hartford Primary School we teach RSE as set out in this policy.

Curriculum

RSE is delivered to the children by the Class Teacher, who plans lessons from the Christopher Winter Project. RSE is delivered across the school during an RSE Week in June. Each year, Parents/ carers have the opportunity to view the materials during parents’ evenings in the Summer term.

By the end of Key Stage 1

Pupils will be able to:

- Make a friend, talk with them and share feelings
- Identify that arguing with friends and making up can make friendships stronger
- Understand how members of a family can help each other
- Explore different types of family and who to ask for help
- Identify and be able to talk with someone they trust
- Discuss how children can grow and change
- Understand that making a new life needs male and female animals
- Recognise and compare the main external parts of the bodies of humans.
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others

Pupils will identify:

- Friendships that make us feel happy
- Different types of families
- That we are all different but can still be friends
- Who can help when families make us feel unhappy or unsafe
- That animals including humans grow and reproduce

- That humans and animals can produce offspring and these grow into adults.
- The basic rules for keeping themselves safe and healthy
- Safe places to play and safe people to be with
- The needs of babies and young people
- The names of the main external parts of the body including agreed names for the sexual parts

Pupils will have considered:

- The importance of friendship
- Why families are special
- The similarities and differences between people
- Fixed ideas people have about what boys and girls can do
- How their feelings and actions have an impact on other people.

By the end of Key Stage 2

Pupils will be able to:

- Name male and female body parts using agreed words
- Understand personal space and unwanted touch and know strategies to deal with it
- Understand that all families are different and have different family members
- Describe the life process of reproduction in some plants and animals
- Understand that puberty is an important stage in the life cycle
- Explain how friendship can make people feel unhappy or uncomfortable
- Ask questions about puberty with confidence
- Understand how puberty affects the reproductive organs
- Explain how to keep clean during puberty
- Explain how emotions and relationships can change during puberty
- Talk about puberty and reproduction with confidence
- Explain the differences between healthy and unhealthy relationships
- Respect other people's viewpoints and beliefs
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Suggest ways in which to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Develop the ability to listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes

Pupils will identify:

- That people are unique and respect those differences
- Different types of families and who to go to for help and support

- That children change into adults to be able to reproduce if they choose to
- The emotional and physical changes that occur during puberty
- The importance of physical hygiene
- Characteristics of healthy relationships
- The importance of communication and respect in relationships
- Different ways people might start a family
- Some basic facts about conception and pregnancy
- Where to get support if an online relationship goes wrong

Pupils will have considered:

- Appropriate and inappropriate physical contact and consent
- The importance of respect in all relationships including online
- The diversity of lifestyles
- Different types of adult relationships
- The complex decisions that have to be made before having children
- When it is appropriate to share personal and private information in a relationship
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to say no and seek help
- The need for trust and love in established relationships

The 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).

The content above will be split over each year group allowing for continuity and progression. Teaching resources are selected on the basis of their appropriateness to pupils. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

Assessment and Reporting

As with any learning process assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme. During RSE lessons, pupils have opportunities to reflect on their progress. Class Teachers can, when appropriate, comment on a pupil's involvement in RSE lessons when reporting to parents.

Roles and responsibilities

- The governing body

The governing body will approve the RSE policy, and hold the Head Teacher to account for its implementation.

- The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

- 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 non-compulsory 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 Head Teacher.

- Pupils

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

Right to withdraw

Relationships and health education are statutory in primary education and parents do not have the right to withdraw their children from these subjects.

Parents do have the right to withdraw their children from sex education lessons, which fall outside those aspects covered in the National Curriculum Science. We will work in active partnership with parents/carers, value their views and keep them informed about RSE provision. If a parent/carer has any concerns about RSE provision we will take time to address their concerns and discuss the benefits of receiving this important education.

If any parent/ carer decides to withdraw their child, a request should be put into writing and addressed to the Head Teacher. Alternative work will be given to pupils who are withdrawn from RSE.

