



St. Paul's C.E. Primary School

Sex and Relationships Education Policy

SRE

Approved by:	Katie Lavin	Date: September 2025
Last reviewed on:	15/05/26 Ellie Hutson	
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1. Aims

The aims of Sex and Relationships Education at our school are to:

- › Establish the fundamental building blocks and characteristics of positive relationships
- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

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 SRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Paul's we teach SRE as set out in this policy.

3. Policy development

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

1. Review – the Headteacher and Deputy Headteacher 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, the objectives, content and teaching materials for their year group and asked to comment or make recommendations

3. Parent consultation – parents were invited to read the policy and the statutory curriculum content posted on the School Website. Parents were asked to read the documentation and send any questions or comments back to school via email or via the Dojo messaging facility.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

SRE promotes the core values of respect, love and care. It also provides the opportunity for children to reflect on their own attitudes and beliefs and those of their peers and others.

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

At St. Paul's we teach relationship education and the elements of sex education, including puberty, which form part of our statutory science curriculum.

SRE is not about the promotion of sexual activity.

5. Curriculum

Early Years Foundation stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole – school activities.

KS1 and KS2

The SRE curriculum for KS1 and KS2 is set out in Appendix 1.

We have developed the curriculum in consultation with parents 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.

Government guidance on SRE 2000 states that:

- “All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes” (1.13)
- Children should learn “how a baby is conceived and born” before they leave primary school

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings in puberty ➤
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1

6. Delivery of RSE

Every state-funded school must offer a curriculum which is balanced and broadly based and which;

- Promotes the spiritual, moral, cultural and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

SRE is taught within the personal, social, health and economic (PSHE) education curriculum, using SCARF materials from Coram Life Education. Biological aspects of SRE are taught within the science curriculum. The correct medical vocabulary for parts of the body will be used throughout. Many aspects of the relationship curriculum overlap with other curriculum areas, including R.E., Computing, P.E. PSHE and assembly. SRE is taught within the PHSE curriculum weekly as a discrete lesson in all year groups.

Each class follows the year group plans set out within the Scarf framework, to ensure full and appropriate coverage of the PSHE and SRE curriculum. The SRE objectives for each lesson are highlighted in the lesson plan to ensure coverage.

Year 5 pupils also receive preparation for adolescence and puberty.

SRE 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 SRE curriculum, see Appendices 1 and 2.

Safeguarding

SRE plays a very important part in fulfilling the statutory duties all schools have to meet regarding safeguarding. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help in they need it. Schools have a legal duty to promote pupil well being.

Equalities

Schools must ensure that the curriculum is delivered in a way that does not subject pupils to discrimination.

Schools have a duty to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Good SRE teaching will foster good relationships between pupils, tackle all types of prejudice – including homophobia and promote understanding and respect.

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).

SEND

Sex and Relationship Education and PSHE are important to all children and contribute towards academic achievement. Lesson content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PHSE education programme. Tasks set in PSHE will take into account any targets set for individual children in their IEP's

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

The Headteacher is responsible for ensuring that SRE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- › Delivering SRE in a sensitive way and age appropriate manner
- › Modelling positive attitudes to SRE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching SRE.

All teachers are responsible for the teaching of SRE in our school:

Nursery	Miss Ikhlq
Reception	Mrs. Thomas
Year 1	Miss. Roberts
Year 2	Miss. Abbot
Year 3	Mr. Atkinson
Year 4	Mrs. Hutson
Year 5	Mr Ashton
Year 6	Mr. McGill
CFO	Mrs. Edwards

7.4 Pupils

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

8. Parents' right to withdraw

Parents only have the right to withdraw their children from SRE that goes beyond the Primary National Curriculum for Science. Parents have a legal right to see the school SRE policy and this can be found on the school website. Parents should be aware that sex and relationship topics can rise incidentally in other subject areas and it is not possible to withdraw children from these often unplanned discussions. The

SRE curriculum at St Paul's does not go beyond the requirements of the Primary Science Curriculum and therefore it is expected that all children will take part in these lessons.

9. Training

The school also works closely with the School Health Team and from time to time may ask them to support on the delivery of parts of SRE teaching.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs. Taylor, DHT through:

- planning scrutinies,
- learning walks
- lesson observations • work sampling

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

This policy will be reviewed by Mrs Taylor annually. At every review, the policy will be approved by the School Effectiveness Committee of the Governing Body.

Katie Lavin

Head of School