



Alsager Highfields Primary School

Mighty oaks from small acorns grow

Relationships and Sex Education Policy

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RSE Lead

Chair of Governing Body: **Mr. A Stancliffe**

Signature:

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1. Aims

The aims of the Relationships and Sex Education Policy (hereafter referred to as RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Equip children and young people with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.
- help prepare pupils for the opportunities and responsibilities of adult life, and promote their moral, social, mental and physical development
- support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- support prevention of harm by helping young people understand and identify when things are not right
- Prepare pupils for puberty and give them an understanding of physical and emotional 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.

2. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The guidance around these regulations was updated for implementation from September 2026 and can be found here:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

The 'Sex Education' aspect of Relationships, Sex and Health Education (RSHE) is not compulsory in primary schools. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Primary schools *are* required to teach the elements of sex education contained in the science curriculum. The Department of Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

If primary schools do teach sex education, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Alsager Highfields, the 'Health Education' aspect of RSHE is taught within our PSHE (personal, social, health and economic education) curriculum, therefore this policy refers to RSE only.

At Alsager Highfields Primary School, we choose to teach only the statutory science curriculum elements of 'sex education', alongside the full relationship and health education curriculum.

The key updates following the review for the 2026 implementations are as follows:

- Greater transparency with parents about what is being taught and when, with parents being able to view RSE materials used in class on request (at Alsager Highfields, this will be written request via the headteacher);
- Clearer boundaries for primary content in order to safeguard children with age-appropriate skills and knowledge;
- Specific vocabulary and puberty guidance, with explicit direction regarding terminology and the inclusion of teaching about menstruation *before* pupils are likely to experience it;
- Online safety in today's context, considering the advances in the online world since the previous guidance was published;
- Personal safety and first aid, with new content to help children to recognise and manage risk;
- Families and representations, reflecting the diversity of family life, from same-sex parents to kinship carers.

3. Policy development

This policy has been developed in consultation with the relevant professionals and current guidance and will be reviewed annually by senior leaders and governors.

4. Definition

Relationships Education (Primary) is learning the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

RSE (Relationships and Sex Education) 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.

RSE is not about the promotion of sexual activity.

5. Delivery of Relationships Education, Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in P.E., Computing (online-safety) or other relevant areas of the curriculum such as the 'Food and Nutrition' units of Design and Technology. The curriculum for RSE must be inclusive for all pupils, ensuring those with special educational needs are taught in an accessible manner to facilitate full understanding of the content delivered.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Setting and respecting personal boundaries.
- Recognising unsafe online and offline relationships.
- Seeking help and support when required and when something 'feels wrong'.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

(More details in section 9. Curriculum)

6. Roles and responsibilities

6.1 The Governing Board

The governing board hold the responsibility to approve the Relationships and Sex Education (RSE) policy and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that Relationships and Sex Education (RSE) is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and inclusive way.
- Modelling positive attitudes to Relationships and Sex Education (RSE).
- Monitoring progress.
- Responding to the needs of individual pupils, including SEND.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE (at Alsager Highfields, however, only the statutory components are taught).

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.

6.4 Pupils

Pupils are expected to engage fully in Relationships and Sex Education (RSE) and, when discussing issues related to these subjects, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the **non-statutory** components of this RSE, however at Alsager Highfields Primary, we teach only the statutory elements of RSE. Clearly, at times pupils will ask a question within a session that will go beyond the statutory scope of the lesson, and staff will sensitively and discretely signpost such pupils to their parents for further information, unless this raises a safeguarding concern.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Relationships and Sex Education (RSE) Subject Lead, Mrs Harrison.

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

This policy will be reviewed by Subject Lead, Mrs Harrison, every year. At every review, the policy will be approved by the governing board and the Headteacher.

9. Curriculum

Relationships and Sex Education (RSE)

Relationships Education

Our Relationships Education curriculum is based on the 'Connecting with Others' and 'Growing Up' units in the PSHE subject area of Kapow (the curriculum scheme we have chosen for our full PSHE curriculum, within which sits RSE). As part of our delivery of the 'Relationships Education' curriculum, we use the reading materials suggested thorough Andrew Moffett's highly-acclaimed 'No Outsiders' programme, incorporating elements of this programme to inform and enhance the teaching of this area. Our RSE curriculum also forms form part of our Healthy Body and Healthy Mind yearly overview which Incorporates: mental wellbeing, our school values, safeguarding, British Values and PSHE.

By the end of primary school, children should understand the following (taken from <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>):

Families and people who care for me	Pupils should know • 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	Pupils should know • 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
Respectful relationships	Pupils should know • 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	Pupils should know • 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	Pupils should know • 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, for example family, school or other sources

Year Group content (supplemented by the Science curriculum and Online-safety curriculum), based on the Kapow scheme of work for Reception to Year 6 (further information can be found via Kapow's Parent Zone, which can be found here: <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>).

Reception	Special Relationships My Family Special people Sharing I am unique My interests Similarities and difference	Building relationships: my family and friends Festivals Sharing What makes a good friend Being a good friend Teamwork Celebrating friendships
	Connecting with others	Growing up
Year 1	Pupils who are secure will be able to: • Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group. Key vocabulary: Fair, friendly, lonely, polite, safe, share, strengths, trust, trusted adult, unfair	
Year 2	Pupils who are secure will be able to: Identify similarities and differences between themselves and others.	Pupils who are secure will be able to: • Identify physical changes in people as they grow.

	Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Comment or answer questions about families with respect for others. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Use clear phrases to ask for help when something feels wrong or not okay. Recognise when they or someone else is being bullied. Key vocabulary: Belong, bullying, calm, carer, family	• Recognise that changes to the body are a normal part of growing up. • Give examples of things children can do that they could not do as babies or toddlers. • Explain what personal body boundaries are. • Use simple language to say if they feel uncomfortable or want to say no. • Use the correct names for body parts. • Describe what to do if someone tries to touch a private body part without permission. • Recognise situations where privacy should be respected. • Explain ways to respect other people's bodies and personal belongings. • Identify a trusted adult they could talk to if they feel worried about privacy or boundaries. Key vocabulary: Body, change, grow, nipples, penis, private parts, scrotum, testicles, trusted adult, vagina, vulva
Year 3	Pupils who are secure will be able to: • Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing. Key vocabulary: Behaviour, boundaries, falling-out, friendship, relationship, respect, self-respect	
Year 4	Pupils who are secure will be able to:	Pupils who are secure will be able to:

	• Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair. Key vocabulary: Assertive, compromise, disrespect, manners, respect, self-respect	• Explain what body boundaries are. • Identify and correctly name some physical changes that happen during puberty. • Use appropriate terminology to talk about puberty changes with confidence and respect. • Recognise that everyone goes through puberty and that changes happen at different times and rates. • Recognise that emotions and feelings change as people grow up, including during puberty. • Explain what a period is using clear, age-appropriate language. • Identify ways periods can be managed, such as using pads or period pants. • Demonstrate respectful and kind language when talking about bodies and physical changes. • Identify one or more trusted adults at home or at school they could talk to. Key vocabulary: Boundaries, breasts, periods, permission, physical changes, puberty, respect
Year 5	Pupils who are secure will be able to: • Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. • Link aspects of identity to their own behaviour or choices. • Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. • Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. • Describe why healthy friendships matter for wellbeing. • Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges.	Pupils who are secure will be able to: • Explain what puberty is and why it happens. • Describe the physical changes that occur during puberty, using correct scientific vocabulary. • Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. • Describe the range of emotions that may be experienced during puberty and explain why these can change over time. • Identify trusted adults and people they can talk to for support or advice. • Describe what a period is, why it happens and how it can be managed, including naming different products. • Explain how unkind behaviour or comments about physical and emotional changes can

	- Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. - Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful. Key vocabulary: civil partnership, commitment, conflict, influence, marriage, support	affect others and suggest ways to show kindness and respect. Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses. Key vocabulary: Egg, genitals, hormones, hygiene, influence, menstrual cup, period pad, period pants, self-conscious, sensitive, tampon, womb/uterus
Year 6	Pupils who are secure will be able to: - Explain how values guide behaviour choices. - Set a personal growth goal and list at least two clear first steps. - Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. - Apply respectful behaviours in school, in public places, and online during activities. - Describe what a personal boundary is and how it can change. - Explain how crossing someone's boundary, even as a joke, can harm trust. - Apply consent language to model an appropriate response when a boundary is crossed. - Identify stereotypes or discrimination accurately within the given scenarios. - Choose and justify a safe response to bullying in person and online, including what they would say or do. - Name trusted adults in and out of school and describe what they would tell them when asking for help. Key vocabulary: Bystander, discrimination, empathy, self-esteem, stereotypes, upstander	<i>As we transition to the updated Kapow scheme during 2026/27, Year 6 will be taught the Y5 'Growing Up' unit to ensure full coverage.</i>

What is non-statutory and not included within our RSE curriculum?

There is an additional unit for Year 6 linked directly to sex education, exploring how people become parents. We do not deliver this, but for clarity of what is not discussed in school, the content of this unit is shared below:

*Pupils who are **secure** will be able to:*

- Use scientific vocabulary to describe private body parts and explain why this is important.*
- Ask questions safely and respectfully.*
- Explain conception and name the body parts involved.*

- *Order the stages of pregnancy and describe how a foetus develops.*
- *Recall different ways babies can be born.*
- *Explain how families are formed.*
- *Describe babies' needs and how caring for a baby affects daily life.*
- *Explain what consent means and recognise when it is or is not given.*
- *Recall the legal age of consent in the UK.*