



Reaching our Potential Together in Christ

Relationship and Sexual Education

RSE

INTRODUCTION

Our school believes that its pupils have a right to the highest quality sex and relationship education as part of the overall PSHE curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent, and healthy lives. Sex and relationships education is learning about the emotional, social, and physical aspects of growing up, reproduction, relationships, sex, human sexuality, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this the school will ensure there is no discrimination against children based on their different home circumstances. This policy is in line with the Secretary of State's 2000 Guidance on SRE, the Education Act 2002, Children Act (2004), Equality Act 2010, Sexual Health Improvement Framework (2013), the National Curriculum (DFE, 2013), and statutory science curriculum.

Purpose

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE), and all non-statutory elements of PSHE.

Our school's PSHE education programme is to support our pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of the PSHE Association in conjunction with MYHAPPYMIND

These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils can explore their attitudes, values, and beliefs about these issues and to develop the skills, language, and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, it is important that a balance of these overarching concepts is included.

It was produced by PSHE Association in conjunction with MYHAPPYMIND.

Through consultation with staff parents' pupils and governors

Parents and carers will be informed about the policy through a letter of notification.

The policy will be available to parents and carers through our school website.

At St Mary Magdalen's we follow our

CHRISTIAN VISION STATEMENT

'To live and live splendidly' *John 10:10*

By reaching our potential together in Christ.

We believe that through the teaching of God's word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **'live and live splendidly' *John 10:10*** **'By reaching our potential together in Christ.'** We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23***. *It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respect all our differences whilst remembering our faith's diversities and spirituality. *John 13:34*.*

AIMS

-  To deliver a sex and relationships education programme that values family life in its widest context but also recognises the social, cultural, and religious background of pupils and other members of the school community.
-  To provide a comprehensive programme of SRE which provides accurate information about the body, reproduction, sex, and sexual health. To give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline.
-  To provide education about sex and relationships which is delivered, both formally and informally, in a range of settings by a variety of people, including appropriate outside agencies, with a mutual comfort and confidence in its delivery
-  To build on what the pupils already know, understand, think, and feel, helping and enabling them to mature in their changing world.

OBJECTIVES

The SRE Curriculum:

-  Is a partnership between home and school
-  Ensures children and young people's views are actively sought to influence lesson planning and teaching.
-  Provides information about the physical, social, and emotional aspects of puberty before its onset.
-  It starts early and is relevant to pupils at each stage in their development and maturity.
-  Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sexual orientation, sex, and consent.
-  Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
-  Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation, and communication skills, and accessing services
-  Helps pupils understand on and offline safety, consent, violence, and exploitation.
-  It is inclusive of differences: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
-  Recognises, respects, and accepts the differences between others as well as accepting their own.
-  Uses active learning methods, and is rigorously planned, assessed, and evaluated.
-  Recognises ways in which relationships can be unhealthy and whom to talk to if they need support.
-  Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from various sources including the media.

-  Teaches pupils about the law and their rights to confidentiality even if they are under sixteen and is linked to school-based and community health services and organisations.
-  Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
-  Outlines the importance of positive, caring relationships between people and different patterns of friendship.
-  Generates an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
-  Establishes clear ground rules for pupils, teachers and visitors which will create a safe learning environment for everyone involved in the lesson.
-  Provides opportunities for the development of personal skills: communication, negotiation, decision making, problem solving and assertiveness.
-  Provides opportunities for pupils to develop confidence and self-esteem using appropriate activities which encourage this.
-  Provides opportunities for pupils to develop respect for their own bodies and to accept variations in growth and development (social, emotional, and physical)
-  Explains the basic human biology of reproduction and how a baby is born.
-  Encourages the acceptance of sexuality by providing appropriate vocabulary for all parts of the body.
-  Aids understanding of what kind of physical contact is acceptable or unacceptable and how to respond.
-  Outlines that actions such as female genital mutilation (FGM) constitute abuse and are a crime.
-  Counteracts misinformation, which may be gained from a variety of sources such as TV, magazines, newspapers, jokes/hearsay, and peers.
-  Outlines the role and value of family life (to include all types of family structures such as children living with grandparents, one parent families, same sex parents, foster parents, transgender parents, children in care, etc.)
-  Provides opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity towards all.
-  Teaches that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other.
-  Is regularly monitored and reviewed to meet the needs of all our pupils.

SEND, inclusion, equality, and diversity.

We recognise the right for all pupils to have access to PSHE education learning, which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through...

Teaching will consider the ability, age, development, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by... We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by...

How will we ensure that our equalities obligations are fulfilled?

Refer to Equality Act 2010, advice to schools.

-  The needs and interests of all pupils, irrespective of gender, family, culture, ability, or aptitude, are addressed and respected.
-  We will ensure equality.
-  We will assess the needs of different pupils.
-  Strands **including** disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, or sexual orientation or whether they are looked after children will always be under consideration.

How will we ensure inclusion and differentiate learning?

-  We will identify pupils' different starting points.
-  We will respect pupils' unique starting points.
-  We will ensure that pupils with special educational needs receive access to PSHE education.
-  We will offer challenge to our more able pupils.

COORDINATION

The SRE curriculum will be coordinated by an appropriately trained key teacher – Mrs Helen Bird.

The SLT will be responsible for

-  Supporting class teachers in the delivery of SRE
-  Managing SRE teaching resources, including purchasing, and keeping up to date with added resources
-  Advising SLT of training and development opportunities locally and nationally
-  Leading a partnership approach with relevant professionals such as school nurses and other outside agencies
-  Monitoring and evaluating classroom practice.

DELIVERY

SRE will be taught as part of the PSHE curriculum, will satisfy the National Curriculum Science order, and will be delivered by appropriately trained class teachers who will be supported by the SRE Key Teacher. It will be taught as part of a discreet PSHE lesson. Single gender lessons will be used when appropriate. Puberty sessions will be taught to pupils in Years 6 in most cases.

STAFF DEVELOPMENT AND TRAINING

The school recognises that, to properly implement and maintain this policy, there is a requirement to ensure that key staff, at least, have the opportunity to access appropriate and relevant training and development opportunities. This includes the consideration of SRE as a regular part of Inset planning.

DEALING WITH SRE RELATED DISCLOSURE

If a teacher is concerned or in doubt, they will follow the procedures in the school's Child Protection Safeguarding policy. In some cases, a question/comment may indicate the child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if the child puts a private question to a teacher or other member of staff and requests secrecy, NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in the child's best interest. Any child in such circumstances would be stopped from proceeding and told clearly that secrecy or confidentiality could NOT be given.

SENSITIVE ISSUES REQUIRING SPECIAL CONSIDERATION

All staff at St Mary Magdalen's CE Primary School understand that the subject of Sex and Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development.

As a part of the SRE programme the children will be encouraged to ask questions. This could be using an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to SRE which they want clarifying.

We believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist/adult may answer the question later with the whole class, individually, or decide to refer the question to the parents. The school expects the teachers to use their professional skills and discretion in such cases and always to keep in mind the age and maturity of the child as well as the aims, objectives, values, and procedures set out in the policy document. Occasionally children may ask questions out of context. On such occasions staff will be expected to respond as stated above.

CONTENT OF SRE IN SCHOOL

The SRE programmes for each year group will be taught through discreet lessons as outlined in our PSHE scheme of work. **The following topics will not be taught directly**, but as many of these topics are raised through the media, especially TV soaps, reality TV shows, newspaper billboards, magazines, newspapers, newspapers, newspapers, and the internet discussion may be needed if questions arise.



Abortion



Contraception

-  Infections
-  Rape
-  Masturbation
-  Sexual activity (in relation to reproduction)
-  Sexual behaviour

By the end of primary school:

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 marriage¹ 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 background), 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	 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 online bullying), 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 e.g., family, school and/or other sources.

Sex Education see in addition RSE Policy

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The national curriculum for science also 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. We at St Mary Magdalen's have chosen to teach some aspects of sex education and will continue to do so, although it is not a requirement. The Department continues to recommend therefore 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 and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right of Withdrawal

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it is good practice for the SLT to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. St Mary Magdalen's CE Primary School will document this process to ensure a record is kept.

Good practice is also likely to include the SLT discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child other than as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Policy Review.

This policy is to be reviewed with reference to the following: -

-  National Curriculum.
-  Annually.

The guidance should be read in conjunction with:

-  [Keeping Children Safe in Education](#) (statutory guidance)
-  [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
-  [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)

-  [Equality Act 2010 and schools](#)
-  [SEND code of practice: 0 to 25 years](#) (statutory guidance)
-  [Alternative Provision](#) (statutory guidance)
-  [Mental Health and Behaviour in Schools](#) (advice for schools)
-  [Preventing and Tackling Bullying](#) (advice for schools, including advice on [online bullying](#))
-  [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
-  [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
-  [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
-  [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
-  [National Citizen Service](#) guidance for schools

GOOD PRACTICE

At St Mary Magdalen's CE Primary School, we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core educational skills which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by

-  Establishing clear ground rules
-  Differentiating learning
-  Using active learning methods, such as stories, mind mapping/thought showers.
-  Using Circle Time structures
-  Individual/paired/group work.
-  Role play
-  Discussion technique
-  Reporting back
-  Story boards
-  Videos and films
-  Sharing lesson objectives with pupils
-  Using distancing and de-personalising techniques

PARENTAL INVOLVEMENT

The 1996 Education Act gives parents the right to withdraw their child from all or any part of the school's SRE programme, other than those elements, which are required by the National Curriculum Science Orders. However, governors and staff feel that inclusion would be a positive experience and parents/carers who have concerns should, in the first instance speak to Mrs Helen Bird, as the PSHE leader. At St Mary Magdalen's CE Primary School, we value parents' opinions and suggestions

regarding the content of delivery and appreciate parents/carer's role in this subject. To strengthen this partnership all parents will be informed by letter of when SRE sessions will be taught and invited to discuss the content of SRE lessons in year 6.

EVALUATION AND REVIEW

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.

OTHER RELATED POLICIES

-  Child Protection.
-  Equal Opportunities.
-  Behaviour Policy
-  Health and Safety
-  RE/PSHE

Appendix

Please refer to.

-  DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019),
-  Children and Social Work Act (2017),
-  Equality Act (2010),
-  Keeping Children Safe in Education (2024)
-  PSHE Association
-  MYHAPPYMIND

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