



Christleton Primary School
Be the best you can be

Relationship and Sex
Education Policy

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SRE Policy		Full Governing Body	
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Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

Christleton Primary School

Relationships and Sex Education Policy

Introduction

Christleton Primary School provides a carefully sequenced programme of Relationships Education, Health Education and, as a school decision, age-appropriate sex education. Together these elements form part of the school's wider personal, social, health and economic education (PSHE), safeguarding, science and personal-development provision.

The programme equips pupils with accurate knowledge, appropriate vocabulary and practical skills to form healthy and respectful relationships, understand boundaries and privacy, keep themselves and others safe, manage physical and emotional change, seek help and prepare for the opportunities, responsibilities and experiences of later life.

The policy applies to all pupils in Reception to Year 6. Teaching is inclusive and accessible and is planned with due regard to pupils' age, developmental stage, religious background, special educational needs or disabilities (SEND), family circumstances and the protected characteristics under the Equality Act 2010. Reasonable adjustments and personalised approaches are made where required.

The school recognises parents and carers as the first educators of their children. It will work transparently with them, consult them when developing or reviewing this policy, make planned teaching materials available for inspection and provide clear information about what is taught and when.

Aims

- provide a safe framework for sensitive, factual and age-appropriate discussion;
- teach the characteristics of healthy, respectful relationships, including friendships, family relationships and relationships with other children and adults;
- help pupils understand privacy, personal boundaries, consent in an age-appropriate context, safe and unsafe touch, and how to report concerns;
- prepare pupils for puberty before the changes are likely to occur, including menstruation, personal hygiene and emotional change;
- give pupils accurate vocabulary for body parts, emotions, relationships and help-seeking;
- help pupils recognise and manage online opportunities and risks, including privacy, harmful content, manipulation and respectful communication;
- build self-respect, empathy, resilience, equality and respect for others, including people in different families and those with protected characteristics;
- ensure pupils with SEND can access and apply the curriculum, including learning that reduces vulnerability to abuse, exploitation and bullying;
- provide the school's chosen additional sex education in a graduated and developmentally appropriate way; and
- work in partnership with parents and carers and maintain lawful withdrawal arrangements.

The purpose of this policy is to explain the statutory framework, curriculum scope, roles, delivery, safeguarding, parent partnership, withdrawal, monitoring and review arrangements for Relationships Education and the school's additional sex education.

Objectives

- Pupils will progressively learn the statutory Relationships Education and Health Education content appropriate to primary education, alongside relevant national curriculum science.
- Pupils will learn how to recognise healthy and unhealthy relationships, respect boundaries, seek permission, respond to pressure, report concerns and access trusted help.
- Pupils will be prepared for physical and emotional changes, including puberty and menstruation, before those changes are likely to occur.

- Pupils will encounter accurate, unbiased and age-appropriate teaching that reflects the law and does not present contested political or ideological views as fact.
- Parents will know what is taught, when and with which principal materials, and will understand the limited right to withdraw from additional primary sex education.
- Staff will teach within an agreed curriculum, use professional and safeguarding judgement, receive appropriate training and follow the child-protection policy in response to concerns.

The teaching programme for Relationships Education and sex education

The school distinguishes the following elements:

Curriculum element	School position
Relationships Education	Statutory for all primary pupils. Covers families and people who care for pupils, caring friendships, respectful relationships, online relationships and being safe. Parents do not have a right to withdraw.
Health Education / physical health and mental wellbeing	Statutory for maintained primary pupils. Includes wellbeing, online wellbeing, physical health, healthy eating, drugs/alcohol/tobacco/vaping, health protection, personal safety, first aid and developing bodies, including puberty and menstruation. Parents do not have a right to withdraw.
National curriculum science	Statutory for this maintained school. At primary level includes relevant content such as naming external body parts, growth from birth to old age, puberty and reproduction in some plants and animals. Parents do not have a right to withdraw.
Additional primary sex education	Not compulsory nationally, but chosen by the school to support transition and development. [SCHOOL TO COMPLETE/VERIFY: define exact content.] The intended Year 6 programme is expected to explain, factually and age-appropriately, how a baby is conceived and born, drawing on prior science and health learning. Parents may request withdrawal from this content only.

Curriculum delivery is planned across the year and connected to science, computing, physical education, religious education, safeguarding, behaviour, equality and the wider PSHE programme. A discrete unit may be taught at a planned point, but essential knowledge is revisited and applied rather than confined to a single summer-term block.

Age and stage overview

Phase	Planned emphasis
EYFS	Through the statutory EYFS framework and developmentally appropriate PSHE, pupils learn about themselves, emotions, caring relationships, similarities and differences, privacy, trusted adults, safe/unsafe situations and how living things grow. Teaching uses simple, accurate vocabulary and does not introduce detailed sex education.
Key Stage 1	Pupils build knowledge of families, friendships, kindness, respect, boundaries, privacy, permission, safe and unsafe touch, help-seeking, online safety, emotions, hygiene and growth. Science includes naming main external body parts and learning that offspring grow into adults.
Lower Key Stage 2	Pupils deepen learning about respectful relationships, stereotypes, bullying, online behaviour, personal information, boundaries, consent in everyday contexts, health, safety and early preparation for puberty. Content is adapted to cohort need and developmental stage.
Upper Key Stage 2	Pupils receive timely teaching about puberty, menstruation, physical and emotional change, hygiene, respectful relationships, online risks, pressure, boundaries, consent, reporting and help. In Year 6, the school's chosen additional sex education is taught as specified in the verified curriculum appendix and is subject to the right of withdrawal.

[SCHOOL TO VERIFY] The detailed year-by-year curriculum map, lesson titles, principal resources and statutory mapping must be attached to or linked from this policy before approval.

RSE and the law

The Education Act 2002, sections 78, 80A and 80B, establishes the broad and balanced curriculum duty, requires maintained schools to have regard to statutory RSHE guidance and requires the governing body to make, keep up to date, publish and provide a free copy of the written policy.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education and Health Education compulsory for pupils receiving primary education within the regulations' scope.

The Education Act 1996, sections 403 and 405, provides the statutory framework for sex education and parental withdrawal. In a primary school, a request to withdraw from sex education beyond national curriculum science must be granted.

The revised Department for Education statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, applies from 1 September 2026. The school must have regard to it and must have good reasons for any departure from provisions expressed as "should" or "should not".

The school must comply with the Equality Act 2010, including the Public Sector Equality Duty and reasonable-adjustment duties; the Children and Families Act 2014 and SEND Code of Practice; current safeguarding law and guidance, including KCSIE 2026 and Working Together to Safeguard Children 2026; and duties on political impartiality.

Ofsted inspection expectations do not create the legal curriculum duty, but inspectors consider whether schools have regard to statutory RSHE guidance and teach protected characteristics in an age-appropriate way.

The organisation of Relationships and Sex Education

Role	Responsibility
Governing body	Makes and keeps the policy up to date; ensures statutory content is provided; approves the policy under the scheme of delegation; assures curriculum quality, accessibility, resourcing, parent information, consultation, withdrawal and publication; receives monitoring information.
Headteacher	Ensures implementation; allocates leadership and resources; ensures parent consultation and transparency; approves visitors/materials arrangements; grants primary withdrawal requests; ensures staff training and safeguarding compliance.
PSHE/RSHE subject leader	[SCHOOL TO COMPLETE name/role.] Maintains curriculum mapping and progression; audits resources and scheme updates; supports/trains staff; monitors teaching, assessment and pupil experience; reports to leaders/governors; coordinates consultation and annual compliance checks.
Designated safeguarding lead	Ensures safeguarding arrangements are integrated, supports staff handling disclosures/questions and responds to concerns under the child-protection policy.
SENCO	Advises on accessibility, reasonable adjustments, communication, developmental appropriateness and personalised teaching for pupils with SEND.
Class teachers	Plan and teach the agreed curriculum; establish ground rules; use approved resources; assess learning; adapt teaching; avoid personal disclosure; answer questions safely; report safeguarding concerns immediately.
Parents and carers	Engage with consultation and curriculum information, discuss concerns with the school, support learning at home and use the withdrawal process where applicable.
Pupils	Contribute age-appropriate feedback, follow discussion ground rules, respect others and seek help when needed.

Teaching will normally take place in mixed classes. The same planned curriculum will be available to all pupils. Temporary small-group or sex-separated discussion may be used only where it has a clear educational, wellbeing or safeguarding rationale, does not stereotype pupils, remains inclusive and does not reduce any pupil's curriculum entitlement. Reasonable adjustments will be made where needed.

Teaching without prejudice, unlawful discrimination or political bias

Teaching will be factual, balanced, age-appropriate and consistent with the law. Staff may explain that people hold different views, including religious and non-religious perspectives, but will not promote partisan political views or present contested political or ideological positions as established fact.

The curriculum will challenge sexism, misogyny, homophobia, bullying, sexual harassment, harmful stereotypes and discriminatory language. It will teach respect for people in different family structures, including single-parent, blended, adoptive, foster and same-sex-parent families, without suggesting that any pupil must discuss personal family circumstances.

Teaching will use the legal protected-characteristic terminology. Age is not a protected characteristic for pupils in the school-education provisions in the same way as the other listed characteristics, but teaching remains age-appropriate. "Gender identification" is not substituted for the statutory characteristic of gender reassignment.

Questions or support concerning an individual pupil who is questioning gender will be handled case by case through safeguarding, pastoral and equality procedures, with professional curiosity, careful recording and appropriate parental involvement in line with current KCSIE. Classroom teaching will not be used to determine or diagnose an individual pupil's identity.

Confidentiality, safeguarding and child protection

RSE lessons are conducted within clear ground rules: pupils are not asked to disclose personal experiences; staff and pupils do not answer personal questions; respectful discussion is expected; and no one can promise confidentiality.

If a pupil says something that indicates abuse, neglect, exploitation, harmful sexual behaviour, online harm, self-harm or another safeguarding concern, the member of staff must listen, avoid leading questions, explain that the information must be shared with people who can help, record the concern factually and report it without delay in accordance with the school's child-protection policy and recording system.

RSE content may prompt disclosures. Staff must know the current designated safeguarding lead and deputies, act immediately and follow KCSIE 2026. The policy does not replace the child-protection policy or local safeguarding procedures.

Designated safeguarding lead: Mr Oliver Mitchell. Deputy designated safeguarding lead(s): Mrs Nia Hughes. These names must be checked against the current child-protection policy and staff safeguarding information before approval.

RSE teaching programme overview

The school currently uses Kapow Primary resources within its wider PSHE/RSHE curriculum. A commercial scheme is a resource and does not transfer statutory responsibility away from the school, headteacher or governing body.

Before approval, the subject leader must audit the exact scheme version, selected lessons, videos, slides, vocabulary and local adaptations against the statutory Relationships Education, Health Education and science outcomes effective from 1 September 2026. Any additional sex-education content must be clearly identified.

All materials must be accurate, age- and developmentally appropriate, accessible for pupils with SEND, consistent with safeguarding and equality duties, and suitable for the school's community. Staff may adapt examples and delivery but must not omit statutory content or introduce unapproved additional sex-education content.

Parents will be told what is taught and when and will be able to inspect all planned materials. Copyright or commercial licence conditions will not be treated as a reason to withhold materials from parents; the school will arrange lawful on-site or secure access where copies cannot be distributed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	Responsibility • Rules • Caring for others: Animals • The needs of others Community • Similar, yet different • Belonging Democracy • Democratic decisions	Responsibility • Rules beyond school • Our school environment • Our local environment Community • Job roles in our local community • Similar yet different: My local community Democracy • School Council • Giving my opinion	Responsibility • Rights of the child • Rights and responsibilities • Recycling Community • Local community groups • Charity Democracy • Local democracy • Rules	Responsibility • What are human rights? • Caring for the environment Community • Community groups • Contributing • Diverse communities Democracy • Local councillors	Responsibility • Breaking the law • Rights and responsibilities • Protecting the planet Community • Contributing to the community • Pressure groups Democracy • Parliament	Responsibility • Human rights • Food choices and the environment • Caring for others Community • Prejudice and discrimination • Valuing diversity Democracy • National democracy
Economic wellbeing	Money • Introduction to money • Looking after money • Banks and building societies • Saving and spending Career and aspirations • Jobs in school	Money • Where money comes from • Needs and wants • Wants and needs • Looking after money Career and aspirations • Jobs	Money • Ways of paying • Budgeting • How spending affects others • Impact of spending Career and aspirations • Jobs and careers • Gender and careers	Money • Spending choices/ value for money • Keeping track of money • Looking after money Career and aspirations • Influences on career choices • Jobs for me	Money • Borrowing • Income and expenditure • Risks with money • Prioritising spending Career and aspirations • Stereotypes in the workplace	Money • Attitudes to money • Keeping money safe • Gambling Career and aspirations • What jobs are available • Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						• What is identity • Identity and body image

Parent and carer partnership and consultation

The school will consult parents when developing or reviewing this policy and will consider their views alongside statutory duties, safeguarding, equality, pupil need and professional curriculum judgement. The consultation method, dates, response summary and governing body consideration will be recorded.

Parents will receive clear year-group information about content, timing, teaching approach and principal resources. All planned materials will be made available for inspection. Questions or

concerns should initially be raised with the class teacher or subject leader and may be escalated to the headteacher. The school's complaints procedure remains available.

Before the final year of primary school, the school will consult parents about the detailed content of the additional sex-education programme, explain how it relates to science and health learning, provide access to resources and offer support for conversations at home.

Parents will be informed in reasonable time before additional sex education is taught so that they can ask questions or submit a withdrawal request.

Right to request withdrawal from additional primary sex education

- Parents do not have a right to withdraw their child from statutory Relationships Education, Health Education or any part of the national curriculum, including science.
- A parent may request that their child be withdrawn from some or all sex education taught in primary school beyond national curriculum science. The headteacher must grant that request.
- As good practice, the headteacher will offer a discussion to understand the request, explain the curriculum and its benefits, identify precisely which lesson(s) are affected, consider any SEND or safeguarding needs, explain possible effects of withdrawal and discuss how the parent may provide the education at home. The discussion will not be used to pressure the parent or delay the lawful decision.
- The request and decision will be recorded. The school will confirm in writing the content from which the pupil will be withdrawn, the period of withdrawal and the purposeful alternative education to be provided. The pupil will not be isolated, stigmatised or given punitive work.
- Where a question or safeguarding need arises outside the withdrawn lesson, staff will still provide appropriate support and follow safeguarding duties. A parent may withdraw or amend the request at any time in writing.

Use of visitors and external organisations

- Visitors may enhance, but must not replace, planned teaching by school staff. The school remains responsible for the curriculum, safety, quality and accessibility of every session.
- Before a visitor is approved, the subject leader or headteacher will check the individual's or organisation's credentials, purpose, impartiality and suitability; obtain the proposed lesson plan and all materials; check accuracy, age/developmental appropriateness, SEND accessibility and alignment with this policy; agree ground rules, confidentiality and safeguarding arrangements; and confirm any required safer-recruitment or visitor checks.
- A member of school staff will remain responsible for the class and normally be present throughout. Visitors must follow the school's safeguarding, conduct, equality, data-protection and photography/recording requirements and must pass any disclosure or concern immediately to school staff.
- Parents will be able to inspect visitor materials in the same way as other planned curriculum resources.

Pupils with special educational needs and disabilities

Relationships Education, Health Education and the school's additional sex education will be accessible to pupils with SEND. High-quality adaptive teaching is the starting point, supplemented by reasonable adjustments and personalised approaches where needed.

Adjustments may include pre-teaching, visual supports, simplified or explicit language, repetition, social stories, alternative communication, smaller-group or one-to-one teaching, sensory adjustments, additional processing time and liaison with parents and relevant professionals.

Planning will take account of developmental rather than chronological understanding without unnecessarily limiting entitlement. Staff will consider that some pupils with SEND may be particularly vulnerable to grooming, abuse, exploitation, bullying, online harm or misunderstanding of boundaries and may need more explicit and repeated teaching.

The SENCO and subject leader will jointly assure accessibility. Withdrawal from additional sex education does not remove the school's duty to provide statutory Relationships Education, Health Education, science and safeguarding support.

Ground rules, sensitive issues and difficult questions

- At the start of relevant teaching, staff will establish age-appropriate ground rules: respectful language; no personal questions or disclosures; no requirement to share personal experiences or opinions; the right to pass during discussion; and the limits of confidentiality.
- Staff will use correct scientific vocabulary for body parts and explain words factually and calmly. They will not shame a pupil for asking a question.
- Questions directly related to the planned learning will normally be answered accurately at an age- and developmentally appropriate level. A teacher may defer a question in order to check facts, seek safeguarding advice, speak to a parent where appropriate or answer the pupil privately or in a small group.
- An anonymous question box may be used where planned. Staff will screen questions, maintain safeguarding vigilance and arrange safe follow-up for questions not suitable for whole-class discussion. Pupils will not simply be left without support, because they may otherwise seek inaccurate or harmful information online.
- Questions that indicate a safeguarding concern, sexualised behaviour, exposure to pornography, abuse, coercion, exploitation or risk will be managed immediately under the child-protection policy, not treated solely as curriculum questions.
- No member of staff or pupil is required to answer a personal question. Pupils remain expected to engage with statutory learning through appropriate, adapted teaching; a general preference not to join a discussion is not a right to withdraw from Relationships or Health Education.

Assessment, monitoring and evaluation

Teachers will use proportionate formative assessment, such as retrieval, discussion, scenarios, written work and pupil reflection, to identify misconceptions and check that pupils know how to apply learning and seek help. Sensitive personal information will not be elicited for assessment.

The subject leader will monitor curriculum coverage, sequencing, teaching, samples of learning, assessment, pupil voice, parent feedback, resource use, staff confidence and the experience/progress of pupils with SEND and other groups. Monitoring will respect confidentiality and data-protection requirements.

The exact scheme and resources will be audited at least annually and whenever the provider or statutory guidance changes. The subject leader will maintain a mapping document showing statutory content, science content and additional sex education by year group.

The headteacher will report appropriate assurance information to the governing body. Governors will challenge and support leaders on compliance, quality, accessibility, parent engagement, safeguarding and resourcing without seeking confidential pupil information.

The school will review provision after significant safeguarding learning, complaints, curriculum incidents, changes in cohort need or evidence that pupils are not retaining or applying essential knowledge.

Policy approval, publication and review

The governing body will approve this policy in accordance with its scheme of delegation and will keep it up to date. The approved policy will be published on the school website and a copy will be provided free of charge to anyone who asks for one.

Parents will be consulted before the policy is made or materially revised. Staff and pupils will be engaged appropriately. The school will record how feedback was considered; consultation does not transfer the governing body's responsibility to ensure legal compliance and an appropriate curriculum.

The policy will receive an annual compliance check and a formal review at least every three years, or sooner following changes to law or statutory guidance, significant curriculum/resource changes, safeguarding learning or evidence that it is no longer meeting pupils' needs.

The approved policy must be read alongside the current child-protection and safeguarding policy, online-safety policy, behaviour and anti-bullying policy, equality information/objectives, SEND policy/information report, complaints procedure, science and PSHE curriculum information and visitor procedures.

Appendix 1 - curriculum and resource verification record

Verification item	Record
Exact scheme/provider/version	
Date mapped against 2026 statutory guidance	
Relationships Education outcomes mapped	
Health Education outcomes mapped	
National curriculum science content identified	
Additional sex-education content identified	
Parent access to materials arranged	
SEND accessibility audit completed	
Equality/safeguarding/impartiality audit completed	
Staff training completed	
Governing body assurance/approval	

Appendix 2 - parent request to withdraw from additional primary sex education

Pupil name and class:

Parent/carers name and contact:

Lesson(s) or content from which withdrawal is requested:

Date request received:

Discussion offered/held and summary:

Headteacher decision: Request granted (primary sex education beyond science)

Purposeful alternative education:

Period of withdrawal and review arrangements:

Written confirmation sent:

Parent/headteacher signatures if used by school procedure: