

Hartford Manor Primary School & Nursery



Relationships and Sex Education Policy

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Rationale

At Hartford Manor, we recognise that we are working in partnership with parents to prepare children for life in modern Britain, developing their understanding of fundamental British values of democracy, individual liberty, rule of law and mutual respect and tolerance. We teach our children to accept people who are different to them and respect those who disagree with them. We believe all our children can leave our school confident and assured of their place in this diverse and changing world.

‘Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.’ (DfE RSE Statutory guidance 2025)

Relationships Education is statutory. At Hartford Manor, it is taught through many aspects of the curriculum including Personal, Social and Health and Economic (PSHE) education, Science, RE, No Outsiders lessons and assemblies. We also teach additional discrete Sex Education lessons. Parents are invited to view the No Outsiders texts and lesson plans and also Sex Education resources, prior to lessons being taught in school.

This policy has been developed in response to the statutory DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2026 and is supported by section 34 of the Children and Social work act 2017.

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.

1. Aims and Objectives

The intent of our RSE and Health Education curriculum is to assist pupils in preparing for adult life by supporting their physical, emotional, and moral development.

Our curriculum is designed to:

- Teach children about tolerance, respect, and the importance of healthy, inclusive relationships.
- Ensure early intervention and safeguarding through appropriate teaching of personal boundaries.
- Embody the No Outsiders ethos by creating a whole-school approach where every individual feels a sense of belonging and value, and where prejudice is actively identified and addressed.

2. Statutory Framework and Curriculum

In accordance with the statutory DfE framework, our curriculum is delivered age-appropriately to cover three core areas:

- **Relationships Education**- Learning about families, respectful relationships (including friendships), and how to stay safe both online and in the real world.
- **Health Education**- Developing understanding of bodily changes, puberty, mental wellbeing, physical health, and personal safety.
- **Sex Education**- While primary sex education is not compulsory, it is recommended by the DfE. At Hartford Manor, we teach Sex Education from Reception to Year 6. Teaching materials are available on request and parents have the right to withdraw their child from lessons.

All children in Years 5 and 6 learn about conception and birth, aligned with the National Curriculum for science.

3. Implementation and Resources

To deliver a comprehensive, engaging, and balanced curriculum, our school uses:

- **Twinkl PSHE / RSE Resources**: The Twinkl schemes of work are fully aligned with current DfE requirements. These materials help sequence lessons logically and provide clear, age-appropriate guidance for sensitive topics.

- **The No Outsiders Ethos:** Created by Andrew Moffat (MBE). This approach uses carefully selected children's picture books to generate classroom discussions that promote the equality and diversity. The aim is to ensure pupils are equipped with the language and confidence to understand difference and stand up for fairness.
- **Christopher Winter Project Sex Education resources by Teach SRE Ltd:** A whole-school Relationships and Sex Education resource designed for use in Reception through to Year 6. It supports schools to meet the statutory requirements for Relationships Education, key aspects of Health Education, and the statutory and recommended elements of Sex Education

For more information about the statutory expectations by the end of primary school and our RSE curriculum overview, see Appendix 1 and 2.

4. RSE and Special Educational Needs and Disability

The pace and detail of topics may be adapted to suit individual pupils' learning needs. It may be appropriate to revisit topics more frequently with pupils with SEND to support 'overlearning'. Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The guidance also acknowledges the greater vulnerability to bullying, exploitation and other issues for pupils with SEND. For example, older pupils at an earlier level of development are more vulnerable and therefore have greater need to be informed and supported in RSE. We recommend caution in omitting content, encouraging teachers of learners with SEND to adapt their planning.

5. Inclusivity, Challenging Stereotypes and LGBT

At Hartford Manor, we will ensure that the needs of all pupils are appropriately met within an environment of equality and respect. Whilst guidance states that all pupils will be taught LGBT content at a timely point, it will not necessarily be delivered as stand-alone lessons but rather integrated into our programme of study (See Appendix 2) relating to families and respectful relationships. Teaching will be sensitive and age appropriate in approach and content.

The No Outsiders resource includes a selection of 42 children's books, covering EYFS to Year 6, selected to support primary schools to develop a curriculum response to the Equality Act 2010. The book selection encourages children to explore identities, focus on diversity and embrace difference. A small number of the No Outsiders texts enable discussion and teaching about LGBT relationships. Parents are invited to view the full scheme of No Outsiders texts in school prior to the lessons being taught.

Our school is committed to fostering an inclusive environment that challenges harmful stereotypes, misogyny, and prejudice. Through both the *No Outsiders* curriculum and DfE statutory modules, pupils will learn:

- To recognise and challenge harmful gender stereotypes and disrespectful behaviour.
- To respect differences and consider experiences different from their own.

- How to communicate effectively, express needs and boundaries, and recognise positive role models.

NSPCC

The NSPCC Speak Out, Stay Safe online/face to face assemblies and supporting resources are an effective way to support the school's safeguarding duties and link directly to the curriculum. They also help to reinforce key messages about consent, abuse and neglect, as part of the school's teaching on relationships. They support the children to feel empowered- knowing how they can speak out and stay safe. Parents will receive a letter prior to the delivery of the assemblies.

ROLES AND RESPONSIBILITIES

The governing board

The governing board has delegated the approval of this policy to the Teaching, Learning, Safeguarding and Behaviour committee.

Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

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 the non-statutory/non-science 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 Principal.

All teachers are responsible for teaching RSE

Pupils

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

Parents/Carers

We respect that the primary role in children's sex education lies with parents and carers and we will always seek to work in partnership. Children and young people will often have their initial Relationships and Sex Education from their parents with the school curriculum building on this

later. Many parents find it difficult to talk to their children about sex education and may lack confidence and up to date knowledge. The teaching of some aspects of sex education might nevertheless be of particular concern to some parents. If a parent has concerns about the content of our RSE curriculum, they are welcome to discuss these further with the class teacher.

5. Safeguarding and Right to Withdraw

Our RSE policy operates in conjunction with our Safeguarding and Online Safety Policy. Lessons address sensitive topics, including consent, privacy, and online safety.

- **Mandatory content:** Parents do **not** have the right to withdraw their children from Relationships Education or Health Education.
- **Sex education:** Parents retain the right to request that their child be withdrawn from the discrete 'sex education' lessons (beyond what is taught in the compulsory National Curriculum science lessons). Parents wishing to exercise this right are encouraged to contact the Principal/Head of School directly to discuss the curriculum materials and their concerns.

6. Consultation with Parents and Stakeholders

As part of our commitment to transparency, this policy has been developed in consultation with parents, staff, and the governing body. We provide parents with clear communication regarding the content being taught and the materials (including Christopher Winter Project Sex Education resources and No Outsiders books) being used.

7. Monitoring and Review

The delivery of RSE and Health Education is monitored by the PSHE/RSE Subject Lead and the Senior Leadership Team. This policy will be reviewed regularly to ensure compliance with the most recent Department for Education guidelines.

APPENDIX 1

Statutory content to be covered by the end of primary
Relationships Education

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending

to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary Health and Well-Being

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2-Curriculum Overview



Hartford Manor Primary School and Nursery Personal Social Health Education /Relationships and Sex Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception No Outsiders Texts	The Family Book LO: To understand all families are different	Red Rockets and Rainbow Jelly LO: To understand it's ok to like different things	You Choose LO: To choose what I like	Super Duper You LO: How am I Different	Blue Chameleon LO: To make friends with someone different	Hello Hello LO: To say hello Sex Education CWP resources
Year 1	RELATIONSHIPS Team	HEALTH AND WELL-BEING Think Positive	RELATIONSHIPS Be Yourself	LIVING IN THE WIDER WORLD Diverse Britain	LIVING IN THE WIDER WORLD Aiming High	HEALTH AND WELL-BEING Sex Education CWP resources
No Outsiders Texts	I love me LO: To like the way I am	The boy who loved everyone LO: To know we can express love and friendship in different ways.	Hair, It's a Family Affair LO: To be proud to be me	My World Your World LO: To understand we share the world with lots of people	Errol's Garden LO: To know different people can work together	Bathe the Cat LO: To know different people can work together

Year 2	RELATIONSHIPS VIPs	HEALTH AND WELL- BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well- Being	LIVING IN THE WIDER WORLD Money Matters	HEALTH AND WELL- BEING Sex Education CWP resources
No Outsiders Texts	Amazing LO: To think about what makes a good friend	Can I Join Your Club? LO: To welcome different people	The Perfect Fit LO: I know I fit	Is that your Mama? LO: To know all families are different	How To Be a Lion LO: To have self- confidence	Splash LO: To know I can be what I want to be
Year 3	RELATIONSHIPS Team	HEALTH AND WELL- BEING Think Positive	LIVING IN THE WIDER WORLD Diverse Britain	RELATIONSHIPS Be Yourself	LIVING IN THE WIDER WORLD Aiming High	HEALTH AND WELL- BEING Sex Education CWP resources
No Outsiders Texts	Beegu LO: To be welcoming	We're All Wonders LO: To understand what a bystander is	This is Our House LO: To understand what discrimination mean	Shu Lin's Grandpa LO: To show welcoming behaviour	The Truth About Old People LO: To recognise a stereotype	I Am Nefertiti LO: To show respect
Year 4	RELATIONSHIPS VIPs	HEALTH AND WELL- BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well- Being	LIVING IN THE WIDER WORLD Money Matter	HEALTH AND WELL- BEING Sex Education CWP resources
No Outsiders Texts	Along Came a Different LO: To help someone accept difference	My Beautiful Voice LO: To speak up	Red: A Crayon's Story LO: To be proud of who I am	Dogs Don't Do Ballet LO: To choose when to be assertive	When Sadness Comes to Call LO: To look after my	Julian is a Mermaid LO: To show acceptance

					mental health	
Year 5	RELATIONSHIPS Team	HEALTH AND WELL-BEING Think Positive	LIVING IN THE WIDER WORLD Diverse Britain	RELATIONSHIPS Be Yourself	LIVING IN THE WIDER WORLD Aiming High	HEALTH AND WELL-BEING Sex Education CWP resources
No Outsiders Texts	The Island LO: To consider causes of racism	And Tango Makes Three LO: To exchange dialogue and express an opinion	Mixed LO: To consider responses to racist behaviour	How to Heal a Broken Wing LO: To recognise when someone needs help	The Girls LO: To explore friendship	The Boys LO: To check in with people
Year 6	RELATIONSHIPS VIPs	HEALTH AND WELL-BEING Safety First	LIVING IN THE WIDER WORLD One World	RELATIONSHIPS Digital Well-being	LIVING IN THE WIDER WORLD Money Matters	HEALTH AND WELL-BEING Sex Education CWP resources
No Outsiders Texts	Where the Poppies Now Grow LO: To learn from our past	Rose Blanche LO: To justify my actions	The Only Way is Badger LO: To consider language and freedom of speech	Leaf & Saving the Butterfly LO: To show acceptance LO: To consider how experiences affect us	Introducing Teddy LO: To consider acceptance & non judgement	The Proudest Blue LO: To consider how new experiences shape us
WHOLE SCHOOL SUPPLEMENTARY ACTIVITIES	NSPCC- Speak Out, Stay Safe Child-friendly Safeguarding Policy PCSO- County Lines for Y6 Junior Road Safety Officers School Council meetings Assemblies- water safety, railway safety, road safety Financial education workshops Y5/6					

CWP- Christopher Winter Project Sex Education Resources- available for parents to view on request.

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Appendix 3- Parental withdrawal form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

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