

	Relationships & Sex Education (RSE) Policy		Resilience Respect Responsibility
This policy was reviewed by the Governing Body: September 2025		Next review: September 2026	
Chair of Governors: Karen Grundy Head Teacher: Ilona Sanderson		Lead: Ilona Sanderson	

What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

At North Clifton Primary School, we have three core values:

Respect
Resilience
Responsibility

Our 3 R's Charter underpins the curriculum that we deliver ensuring that all our pupils become aspirant, independent and confident life-long learners, who have empathy towards one another and are prepared to take risks in their learning. We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. As a school, we complement the government's idea of British/Human Values. We aim to develop all the pupils' understanding of the importance of democracy, the rule of the law, freedom of speech and respect for others through the curriculum and extra curricula activities. They are also encouraged to understand the importance of taking responsibility for their own behaviour and thinking about the choices they make.

We take pride in sharing our 3 R's Values with parents and carers. As a consequence of our values, we aim to provide all our pupils with a safe, caring and friendly environment in order to allow them to improve their life chances and help them maximise their potential.

We expect all pupils to act safely and feel safe in school, including understanding the issues relating to all forms of bullying, and that they have the confidence to seek support from the school should they feel that they or others are unsafe. We want parents/carers to feel confident that their children are safe and cared for in school and that incidents and problems, should they arise, are dealt with promptly and well.

In line with the DfE 2019 Guidance, the focus of RSE at North Clifton Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with

other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education are taught through the SCARF programme within the unit on Growing and Changing.

Aim

Relationship education in our school aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual 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

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At North Clifton Primary we teach RSE as set out in this policy.

Definition

- RSE 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

Equal Opportunities

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. The school strongly believes that all pupils should have access to a relationship curriculum which is relevant to their individual needs. Where required, direct discussions will be held with parents prior to lessons being taught to address this. Our program aims to respond to the diversity of children's cultures, faiths and family background through high quality teaching that is differentiated and personalised. We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. Equal time and provision are allocated to all groups but there may be occasions where certain children are given extra support from staff.

How is relationship education provided?

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice.

A planned, progressive programme of study, incorporated in the PSHE SCARF scheme of work, gradually and appropriately begins to prepare our children for adult life. Pupils have the opportunities to discuss in groups, complete written work and hold whole class discussions when covering all aspects of relationship education. This helps provide skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. Although the main coverage will occur during this unit of work, a vast amount of opportunities is included throughout the year to support pupils' emotional and physical well-being and the importance of positive relationships.

A Whole School Approach

All staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy.

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to speak to the teachers to discuss the content of the lessons and to view the resources used. The class teacher or a member of the Pastoral Support Team would be willing to work with them at any point. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and alleviate any fears.

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

Teaching of RSE

During the teaching of both Relationship and Sex education lessons the class teachers, supported by TAs, will deliver the content due to their background knowledge on pupils within their class and their specific needs.

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and caring
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, self-esteem and empathy for others
- Learning to make choices based on understanding of differences and with the absence of prejudice
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions
- To manage conflict

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), We reflect sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Consider the level of differentiation needed

Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

If using external providers (e.g., the school nursing team), we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Answering difficult questions

When delivering the RSE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At North Clifton Primary School, we believe that individual teachers must use their skill and discretion in these situations and could refer to the DSL, if they have any concerns.

Dealing with questions:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.

- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher (DSL) should be informed and the usual safeguarding/child protection procedures followed.

Confidentiality and sensitivity

Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. All staff have read and understood the 'Keeping Children Safe in Education' document and should disclosures be made to a member of staff by a child, the school's Safeguarding Policies should be referred to.

Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice.

Where appropriate, pupils can be referred to outside helping agencies such as a Mental Health Practitioner. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Monitoring and Evaluating

The RSE programme and policy are regularly evaluated and reviewed. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis. This policy will be reviewed annually, and any revisions will be brought to the Governors for their approval.

Roles and responsibilities

The governing board

- The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

- The headteacher 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.

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 headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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

Appendix 2: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/LESSON PLANS
Reception	3	SCARF Resources: Growing and Changing Unit	• Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/LESSON PLANS
Year 1	3	SCARF Resources: Growing and Changing Unit	• Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private
Year 2	3	SCARF Resources: Growing and Changing Unit	• A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Some secrets should never be kept
Year 3	3	SCARF Resources: Growing and Changing Unit	• Relationship tree • Body space • None of your business! • Secret or surprise? • My changing body

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/LESSON PLANS
Year 4	3	SCARF Resources: Growing and Changing Unit	• My feelings are all over the place! • All change! • Preparing for changes at puberty • Secret or surprise? • Together
Year 5	3	SCARF Resources: Growing and Changing Unit	• How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up and changing bodies • Changing bodies and feelings • Help! I'm a teenager - get me out of here!
Year 6	3	SCARF Resources: Growing and Changing Unit	• I look great! • Media manipulation • Pressure online • Helpful or unhelpful? Managing change • Is this normal? • Making babies • What is HIV? (OPTIONAL)

Appendix 2: Parent form: withdrawal from sex education within RSE

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	

All information that is collected and stored relating to this policy is subject to the schools Data Protection Policy.