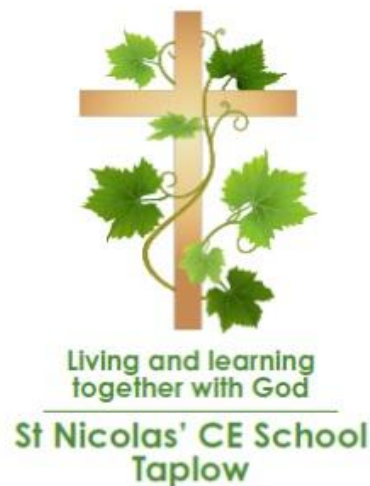


Relationship and Sex Education Policy



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Jesus said 'I am the vine and you are the branches'.

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

Our Christian Values:

Love/Friendship

Respect

Honesty

Courage

Thankfulness

Peace

Policy Date: Autumn 2026

Review: Autumn 2028

1. Rationale and Aims

Although non-statutory, the department for education 'recommends 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.' (DfE – 2025)

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

We undertake to follow the principles in the Church of England Education Office Charter for faith sensitive *and* inclusive relationships education, relationships and sex education, and health education, underpinned by the biblical verse Jesus said

'I have come in order that you might have life – life in all its fullness' (John 10:10)

2. Statutory requirements

At St Nicolas, we teach RSE as set out in this policy.

As a primary academy, we provide relationships education to all children in line with the Children and social work Act 2017.

We follow the National Curriculum including the requirements within science. This includes the elements of sex education contained in the science curriculum.

In teaching RSE, we have taken into account guidance and legal duties from the Education Act 1996, 2002 and the Equality Act 2010.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff within a working group including parent governors pulled together all relevant information
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers
4. Children consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition including Safeguarding

For the purpose of this policy:

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, exploring issues and values as well as safeguarding children. RSE is not about the promotion of sexual activity.

5. Curriculum

Our PSHE curriculum overview is set out in Appendix 1, with our RSE program within it. We may need to adapt it as and when necessary.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary relationship, health and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings. The key facts about puberty and the changing adolescent body, including physical and emotional changes are taught. (Years 4,5 and 6) Statutory within primary health and wellbeing in PSHE.
- Knowledge of the human life cycle (Years 5 and 6) Statutory within science.
- How a baby is conceived and born (Year 6) Parents have the option for their child to be withdrawn from this sex education lesson. Within primary sex education.

The teaching sequence is designed to focus on boys as much as girls.

St Nicolas' will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Resources/materials will be assessed by the PSHE lead.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will teach and model our school values of love/friendship, respect, honesty, courage, thankfulness, peace.

We have developed the curriculum in consultation with parents and carers, pupils and staff, valuing their views, planning the content, taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our children. If children ask questions outside the scope of this policy, teachers will consult with the PSHE lead.

We will share core curriculum material with parents and carers before the start of the unit of work.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. These are taught in the summer term of year 5 and year 6.

St Nicolas' will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to children clearly, in a carefully sequenced way and within a planned scheme of work

- Teaching includes well-chosen opportunities and contexts for children to embed new knowledge, so that it can be used in real-life situations

Distancing techniques:

Teachers depersonalising discussions, case studies with invented characters, appropriate videos, and books/stories can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

Teachers will make sure that all children's views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them
- Is sensitive to all children's experiences
- Makes it accessible to children with SEN
- During lessons, make children feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - Digital formats

6.2 Use of resources

Our RSE curriculum is planned using materials from the Buckinghamshire school nursing team and public health PSHE lead, Coram SCARF (safety (S), caring (C), achievement (A), resilience (R) and friendship (F) is resource as well as PSHE (Personal, Social, Health, Economic education) Association materials.

A '**Question box**' will be available in the classroom during and after the sessions for children to post their questions/worries anonymously. These questions will be used as the basis for the following sessions. The teacher delivering the sessions will read through the questions and plan the sessions accordingly.

If issues are raised which are outside the parameters of the sessions, we will consult with the PSHE lead and parents may be informed. These may include sexually transmitted infections, abortion, FGM. These issues would usually be covered in Relationships and Sex Education sessions in secondary school, Key Stages 3 and 4.

The school will offer support for parents in talking to their children about puberty and sex education and how to link this with what is being taught in school.

We will recognise and respond to expressions of prejudice and discriminatory language in an age-appropriate manner as outlined in our equality, diversity and inclusion policy.

8. Roles and responsibilities

8.1 The governing body

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to children whose parents/carers wish them to be withdrawn from the components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding leads (DSL), R Holmes (Headteacher) or K Jones (Deputy headteacher).

All staff at St Nicolas' are aware that FGM is a child protection issue. Concerns will be addressed under section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.

Staff teaching RSE will attend updated training led by Buckinghamshire nursing team and the PSHE Association. This is provided by the Buckinghamshire public health PSHE lead. In addition the St Nics' PSHE Lead will support members of staff with the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead and the headteacher.

8.4 Children

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

There will be a clearly agreed code of behaviour established before the sessions begin. We will share with the children a need for:

- Everyone to be treated with respect
- People's contributions/questions to be accepted as valid and valuable
- Confidentiality to be respected
- An atmosphere of co-operation and calm

9. Partnership with Parents/Carers and their right to withdraw

The school is well aware that the primary role of children's relationship and sex education lies with parents and carers. Parents will be informed of the school Relationship and Sex Education policy and teaching sequence/program. Any issues arising from these will be considered.

The teaching in school provides parents and carers with the key messages and vocabulary for a consistent approach, which benefit and safeguard children.

It is a legal requirement for all children to attend the statutory elements of relationships education and parents do not have the right to withdraw their child from these lessons

As a school we recommend that all children attend all sessions to ensure their safety. However, parents have the right to withdraw their child from the lesson on conception following a discussion with the Head teacher. If a child is withdrawn from this lesson by their parent/carer then alternative work will be given.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development. Providers of the training are Buckinghamshire school nurse team and public health PSHE lead.

Staff teaching RSE will attend updated training led by Buckinghamshire nursing team and the public health PSHE lead.

The PSHE lead regularly attends training by the PSHE association and the Buckinghamshire public health lead to ensure that our program is current and follows the statutory requirements.

The St Nicolas' PSHE Lead will support members of staff with the teaching 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 PSHE lead and the headteacher.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

Planning, learning walks, use of relevant resources, pupil voice, shared planning as well as teaching.

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

In addition, the Curriculum Committee of the Governing Body monitors the Relationships and Sex Education policy.

This policy will be reviewed by the PSHE lead every 2 years. At every review, the policy will be approved by the governing body and the headteacher.

Other policies

This policy should be read in conjunction with the following policies:

PSHE policy, Child protection policy, Equality, diversity and inclusion policy, Behaviour policy.

[Appendix 1 - Statutory requirements and terminology](#)

[Appendix 2 - Curriculum content summary](#)

[Appendix 3 - St Nicolas' PSHE and RSE curriculum progression overview](#)

Statutory requirements and terminology

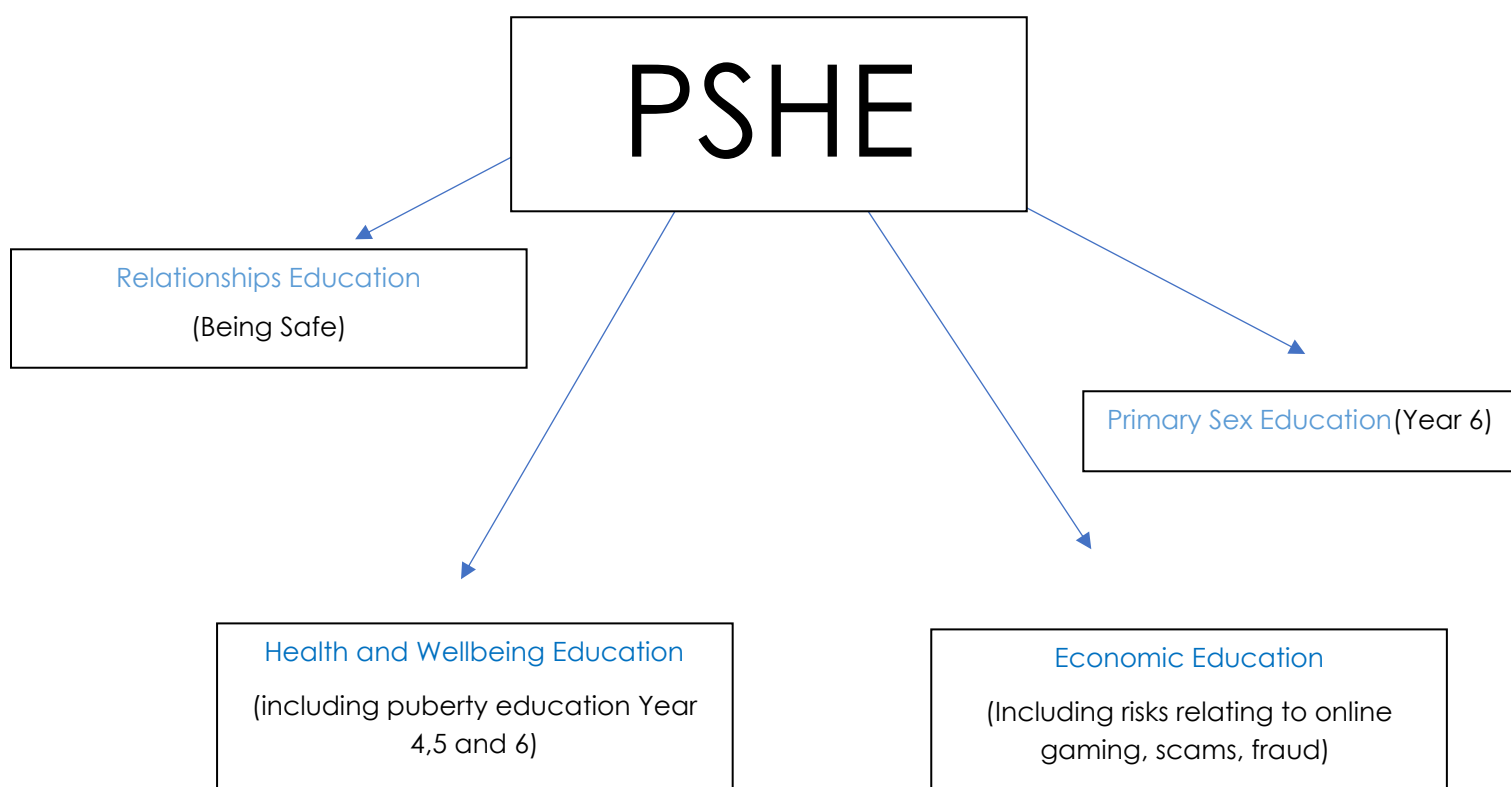
PSHE – Personal, Social, Health and Economic Education - is a distinct curriculum subject which includes both statutory elements (Relationships and Health Education) and non-statutory elements (including sex education and Economic Education.)

Relationships Education refers to the statutory taught curriculum within PSHE with outcomes defined by the DfE for the end of year 6.

Puberty education is part of the statutory Health & Wellbeing Education within PSHE and has defined outcomes by the end of year 6 for 'the changing adolescent body'.

Sex education refers to the recommended (non-statutory) curriculum in primary schools offered by the school.

RSE stands for Relationships, and Sex Education, and is part of PSHE. This does **not** include puberty which is in Health Education.



Appendix 2 Curriculum content summary

Relationships Education - Being Safe Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This will 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 is a safe person.
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.

Health and Wellbeing - Developing bodies Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This will include the human lifecycle, and puberty will be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Children 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.

Primary Sex Education (Year 6 only)

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education. At St Nicolas' this is in year 6, in line with **content about conception and birth**, which forms part of the national curriculum for science.

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Human reproduction is taught in line with the factual description of conception in the science curriculum. Conception is taught in Year 6.

Appendix 3 St Nicolas' PSHE and RSE curriculum progression overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules and restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying including online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Keeping safe Safe & unsafe secrets Relationship including online

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risks including online Understanding the norms of drug use (cigarette & alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence and digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty (Health Education) Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical data awareness Online bullying and self-esteem	Online safety Bullying including online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Puberty (Health Education) Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Drugs: norms & risks including the law Staying safe online Digital footprint	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking	Coping with changes Keeping safe including online/AI/ deepfakes Body Image Self-esteem Puberty (Health Education) Sex Education

Please note that Sex Education is taught in Year 6 only and parents can choose for their children to opt out of these specific sessions. (Please see RSE Policy)