



RSE Policy

1. Introduction

At St Paul's CofE Primary School & Nursery, we believe that Relationships and Sex Education (RSE) is a vital part of preparing children for the opportunities, responsibilities and experiences of adult life. Rooted in our Christian vision of *Learning in God's Love*, our curriculum nurtures the whole child — academically, socially, emotionally and spiritually. We provide a curriculum that is nurturing, experience-rich and inclusive, ensuring that all children feel safe, valued and prepared for the future.

2. Aims

Through RSE we aim to:

- Provide a safe and supportive environment where sensitive topics can be discussed openly.
- Develop pupils' knowledge, skills and values to build positive, healthy relationships.
- Prepare pupils for the physical and emotional changes of growing up, including puberty.
- Promote respect for self and others, reflecting our Christian values.
- Ensure pupils understand how to keep themselves safe, including online.
- Build resilience, self-esteem and empathy.

3. Statutory Requirements

This policy has been updated for the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education that comes into force on 1 September 2026. The guidance is statutory and schools must have regard to it. By law, all primary schools must teach:

- Relationships Education (statutory)
- Health Education (statutory), including the physical and emotional changes of puberty
- Science curriculum content on human body, life cycles and reproduction (statutory)

Primary sex education beyond the national curriculum for science is not compulsory. DfE nevertheless recommends that primary schools provide a graduated, age-appropriate programme which supports pupils' emotional and physical development and prepares them for transition to secondary school. At St Paul's, any additional sex education beyond science is taught in the later primary years, at a point appropriate to pupils' age, maturity and needs, and includes age-appropriate teaching about how a baby is conceived and born. The school will consult parents about the detailed content before it is taught. Parents have the right to withdraw their child from this additional sex education only (see Section 7).

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4. Curriculum

Our RSE curriculum is delivered primarily through the Jigsaw PSHE programme, alongside the Science curriculum, Computing/Online Safety and relevant elements of RE. Key themes include families and people who care for us, caring friendships, respectful relationships, online relationships, personal boundaries, privacy, permission-seeking and giving, recognising unsafe situations, reporting concerns, emotional wellbeing, puberty and changing bodies, and respect for others.

The curriculum is progressive, building knowledge and vocabulary year on year. Teaching is planned around what pupils need to know at each stage rather than simply around age labels. Staff take account of pupils' differing levels of maturity, prior knowledge, SEND, communication needs, vulnerability and lived experience. Adaptations may include pre-teaching, visual supports, simplified or alternative language, smaller-group teaching, additional processing time, social stories or individual follow-up, while maintaining ambitious safeguarding and relationship outcomes.

Families are taught sensitively and without stigmatising any child's home circumstances. Pupils learn that families can take different forms and that stable, caring relationships are characterised by love, security, commitment and care. Teaching also helps pupils understand stereotypes, respectful difference and the importance of treating others with dignity, in line with the Equality Act 2010 and the school's Christian vision and values.

Online content is deliberately linked to the school's Online Safety Curriculum Strategy so that pupils understand that the same expectations of respect, boundaries and safety apply online as offline, including how information, images and data may be shared, how people may misrepresent themselves online, and how to report harmful content or contact.

5. Delivery

RSE is normally taught by class teachers, who create a calm, respectful and safe classroom environment. Lessons may use discussion, stories, scenarios, role-play and carefully selected resources. Staff establish ground rules, use agreed and medically accurate vocabulary where relevant, and make clear that pupils should not be asked to share personal experiences in front of the class.

Questions are answered honestly, factually and in an age-appropriate way. Where a question is not suitable for whole-class discussion, the teacher may respond later, individually or in a smaller group. Questions that suggest a safeguarding concern, sexualised behaviour, abuse, exploitation or exposure to inappropriate content are handled in accordance with the school's Safeguarding and Child Protection Policy and recorded/reported through the school's safeguarding procedures.

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Staff cannot promise confidentiality. If a pupil makes a disclosure or says something that raises a safeguarding concern, the member of staff will listen, avoid investigating, reassure the child appropriately and pass the concern to a DSL in line with school procedures.

External visitors or specialists may enhance teaching but do not replace the school's responsibility for curriculum quality. The school will check the suitability of external contributors and resources in advance, ensure content is consistent with this policy and safeguarding expectations, and ensure a member of school staff remains present. Resources will be checked for age-appropriateness, factual and medical accuracy where relevant, accessibility and sensitivity to pupils' needs and backgrounds.

6. Roles and Responsibilities

- Governing Body – approves this policy, ensures statutory duties are met and holds leaders to account for quality, inclusion and safeguarding.
- Headteacher – ensures the policy is implemented, that teaching is appropriately sequenced and staffed, and that parental withdrawal requests are handled lawfully.
- PSHE Lead – maintains curriculum progression, supports staff, reviews resources, monitors implementation and coordinates parent consultation.
- Staff – deliver RSE in line with this policy, establish safe learning environments, address misconceptions and act on safeguarding concerns.
- Parents and carers – are encouraged to engage with the curriculum, contribute to consultation, discuss learning at home and may request to view examples of planned resources.
- Pupils – are expected to engage respectfully, understand classroom boundaries and know they can ask questions or seek help from trusted adults.

When this policy or the detailed content of primary sex education is reviewed, the school will work with parents and carers and take account of staff and pupil views. Before additional sex education is taught in the final year of primary school, parents will be consulted on the detailed content and shown or offered examples of the resources the school plans to use.

7. Parents' Right to Withdraw

Parents cannot withdraw their child from:

- Relationships Education
- Health Education, including lessons on puberty and the changing adolescent body
- National curriculum science content

Parents may withdraw their child from any sex education that the school chooses to teach beyond the national curriculum for science. Requests should be made in writing to the Headteacher, preferably using the form in Appendix B. The Headteacher will offer to discuss the request so that the parent understands the nature and purpose of the curriculum and the school

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can explain the possible effects of withdrawal. For primary sex education beyond national curriculum science, the Headteacher must comply with the parent's wish to withdraw. The decision and alternative arrangements for the pupil will be recorded. A pupil who is withdrawn will be provided with appropriate, purposeful education during the relevant lesson and will not be disadvantaged or penalised.

8. Equality and Inclusion

We are committed to delivering Relationships Education, Health Education and any additional sex education in a way that is inclusive, respectful, accessible and sensitive to the needs of all pupils. Teaching will have regard to pupils' age, religious background, SEND, communication needs and relevant protected characteristics under the Equality Act 2010.

As a Church of England school, our teaching is rooted in our Christian vision, Learning in God's Love, and our values of Courage, Compassion and Community. Pupils are taught to understand that people and families may live differently, hold different beliefs and make different lawful choices, and that everyone must be treated with dignity and respect. Faith-sensitive teaching will not be used to stigmatise pupils or families, and equality duties will be met.

For pupils with SEND, including pupils in Evergreen specialist provision, teaching may be adapted in method, pace, language, group size and resources so that pupils can access the intended knowledge and safeguarding messages. Adaptation does not mean omitting important learning about relationships, boundaries, privacy, puberty, online safety or how to seek help.

9. Monitoring and Review

The PSHE Lead and Headteacher will monitor curriculum coverage, progression, pupil understanding, staff confidence, safeguarding themes and the effectiveness of adaptations. Monitoring may include planning/resource review, pupil voice, staff discussion, learning walks and consideration of parent feedback.

The Governing Body will review and approve this policy. The policy will be reviewed annually or earlier where statutory guidance, safeguarding expectations, curriculum content or school provision changes. Material changes to policy or primary sex education content will involve appropriate consultation with parents and carers.

Date of Policy: August 2026

Review Date: August 2027

Policy Lead: Headteacher and PSHE Lead

Approved by: Governing Body

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Appendix A – Statutory Outcomes by the End of Primary

By the end of primary school, pupils will know:

Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Appendix B – Parent Request to Withdraw from Sex Education

If you wish to withdraw your child from sex education taught beyond the national curriculum for science, please complete this form and return it to the Headteacher. The school will offer you an opportunity to discuss the request before confirming the withdrawal arrangements.

Child's name: _____

Class: _____

I wish to withdraw my child from sex education taught beyond the national curriculum for science.

Parent's name: _____

Signature: _____

Date: _____

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