

Relationship and Sex Education Policy



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REVIEWED BY: Assistant Headteacher

APPROVED BY: Local Governing Body

Alveley Primary School Relationship and Sex Education Policy

1. Aims

Through our PSHE curriculum, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives and to become informed, active and responsible citizens.

Relationships, Sex and Health Education (RSHE) is an important part of safeguarding and personal development.

Through age-appropriate teaching, pupils learn about healthy relationships, respect, personal safety, physical and mental wellbeing, online safety, and how to seek help when needed.

At Alveley Primary School, RSHE is taught through the PSHE curriculum and is supported through:

- Science
- Computing
- Circle time
- Assemblies
- Stories and texts
- PE, health and hygiene education
- Wider safeguarding and wellbeing activities

RSHE is lifelong learning about emotional, social, moral and physical development. It supports children in developing positive values, attitudes and relationships whilst helping them to make informed and responsible choices.

The aims of RSHE at Alveley Primary School are to:

- Provide a consistent and progressive RSHE curriculum across the school.
- Support pupils to develop self-respect, confidence, resilience and empathy.
- Promote positive behaviour, kindness and respect for others.
- Develop pupils' understanding of healthy, respectful and safe relationships.
- Teach pupils the correct vocabulary to describe their bodies and emotions.
- Provide a safe framework in which sensitive discussions can take place.
- Prepare pupils for puberty and the physical and emotional changes that occur during adolescence.
- Ensure pupils understand the importance of physical health, mental wellbeing and personal hygiene.
- Support pupils in staying safe online and offline.
- Enable pupils to recognise unhealthy or unsafe behaviours, including bullying, discrimination, exploitation and abuse.
- Ensure pupils are prepared for the next stage of their education.
- Promote equality, inclusion and respect for diversity in accordance with the Equality Act 2010.
- Equip pupils with the knowledge and confidence to seek help, report concerns and access support when required.

These aims complement those of the National Curriculum for Science and contribute to the wider safeguarding and personal development of all pupils.

2. Statutory Requirements

As a maintained primary school, Alveley Primary School is required to provide Relationships Education for all pupils under Section 34 of the Children and Social Work Act 2017.

The school delivers Relationships Education and Health Education in accordance with the statutory guidance:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, 2025).

Relationships Education and Health Education are statutory in all primary schools.

Sex Education is not statutory in primary schools, other than the elements contained within the National Curriculum for Science. These include:

- The main external parts of the human body.
- Growth and development.
- Human life cycles.
- Reproduction in some plants and animals.
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The school follows Department for Education guidance by teaching age-appropriate content that prepares pupils for puberty, adolescence and transition to secondary education. Any additional sex education content provided beyond the National Curriculum remains non-statutory and parents retain the right to request withdrawal from these sessions.

The school will ensure that RSHE is delivered in an inclusive, age-appropriate and accessible manner that reflects the needs of all pupils, including pupils with SEND, and supports the safeguarding duties outlined in Keeping Children Safe in Education.

3. Definition of RSHE

Relationships Education teaches pupils about:

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

Health Education teaches pupils about:

- Physical health and healthy lifestyles.
- Mental wellbeing.
- Personal hygiene.
- Healthy eating.
- Physical activity.
- Health prevention.
- Basic first aid.
- Changes to the body during puberty.

Sex Education refers to learning about human reproduction and how a baby is conceived and born. This content is taught in line with statutory guidance and is clearly identified where it falls outside the National Curriculum for Science.

RSHE is not about promoting sexual activity. It is about providing accurate, age-appropriate information that supports pupils' safety, wellbeing and personal development.

4. Curriculum

The RSHE curriculum is planned and delivered through the school's PSHE programme and is supported by the science curriculum and wider safeguarding curriculum.

The curriculum has been developed to:

- Meet statutory requirements.
- Be age-appropriate.
- Reflect the needs of pupils.
- Support safeguarding.
- Promote inclusion and equality.
- Prepare pupils for life in modern Britain.

Teaching will be adapted appropriately to meet the needs of all learners, including pupils with Special Educational Needs and Disabilities (SEND).

Pupils will be taught that families can take many forms and that all families should be treated with dignity and respect. Teaching will reflect the protected characteristics set out within the Equality Act 2010.

5. Delivery of RSHE

RSHE is delivered by class teachers and supported, where appropriate, by teaching assistants and external professionals.

Teaching takes place within a safe, respectful and supportive learning environment where pupils are encouraged to:

- Listen respectfully.
- Value different viewpoints.
- Ask questions appropriately.
- Use correct vocabulary.
- Respect privacy and confidentiality.
- Seek help when needed.

Lessons may involve:

- Discussion
- Stories and case studies
- Role play
- Videos
- Group activities
- Question boxes
- Reflection tasks

Pupils' questions will be answered honestly, sensitively and in an age-appropriate manner.

Where safeguarding concerns arise, staff will follow the school's Child Protection and Safeguarding Policy and report concerns to the Designated Safeguarding Lead (DSL).

6. Roles and Responsibilities

Governing Body and Trust

The Governing Body and TrustEd Schools Partnership are responsible for:

- Ensuring statutory requirements are met.
- Reviewing and approving this policy.
- Monitoring the effectiveness of RSHE provision.

Headteacher

The Headteacher is responsible for:

- Ensuring compliance with statutory requirements.
- Ensuring RSHE is taught consistently.
- Supporting staff training and development.
- Managing requests to withdraw pupils from non-statutory sex education.

Staff

Staff are responsible for:

- Delivering RSHE effectively and sensitively.
- Creating a safe learning environment.
- Promoting positive attitudes and respectful relationships.
- Identifying and reporting safeguarding concerns.
- Meeting the needs of all learners.

Pupils

Pupils are expected to:

- Participate respectfully.
- Listen to others.
- Treat differing views with respect.
- Follow agreed classroom expectations.

Parents and Carers

Parents and carers are encouraged to:

- Support their child's learning.
- Engage with the school's RSHE provision.
- Discuss any concerns with the school.
- Access curriculum information and resources when requested.

7. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science.

Parents may request withdrawal from non-statutory sex education content.

Requests should be discussed with the Headteacher and submitted in writing.

Alternative educational activities will be provided for pupils who are withdrawn.

8. Safeguarding and Confidentiality

RSHE plays a vital role in safeguarding children.

Through RSHE, pupils learn:

- How to recognise unsafe situations.
- How to identify trusted adults.
- How to report concerns.
- Where to seek help.
- How to stay safe online.
- The importance of consent, privacy and personal boundaries.

Staff cannot guarantee absolute confidentiality and must follow safeguarding procedures whenever concerns arise regarding a child's safety or welfare.

9. SEND, Equality and Inclusion

Alveley Primary School is committed to ensuring all pupils can access RSHE regardless of ability, background, culture, religion, sex, disability, gender identity or family circumstance.

Teaching will:

- Be inclusive and accessible.
- Reflect the diversity of modern society.
- Challenge stereotypes and discrimination.
- Promote equality, respect and understanding.
- Be adapted to meet individual needs where appropriate.

10. Monitoring and Review

The implementation of this policy will be monitored by senior leaders through:

- Learning walks.
- Lesson observations.

- Curriculum monitoring.
- Pupil voice activities.
- Staff feedback.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Alveley complaints procedure if they feel things are not resolved.

12. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels. Ensure that discriminatory behaviour is always challenged in any context.

The Governing Body will review this policy annually, or sooner if changes to legislation or statutory guidance require it.

Related Policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Attendance Policy
- Equality Policy
- SEND Policy
- Mental Health and Wellbeing Policy
- Staff Code of Conduct

Further information can be found in the Department for Education statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which came into effect on September 2026:

[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/statutory-guidance/relationships-and-sex-education-rse-and-health-education)

Appendix 1: RSE Elements within the PSHE Curriculum

Families and Relationships

	Years 1/2	Years 3/4	Years 5/6
Families	-To understand that families look after us. -To know some words to describe how people are related (eg. aunty, cousin) -To know that some information about me and my family is personal. -To know that families can be made up of different people. -To know that families may be different to my family.	- To know that families are varied in the UK and across the world. -To know that I can talk to trusted adults or services such as Childline if I experience family problems.	- To know that marriage is a legal commitment and is a choice people can make. -To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	- To understand some characteristics of a positive friendship. -To understand that friendships can have problems but that these can be overcome. -To know some problems which might happen in friendships. -To understand that some problems in friendships might be more serious and need addressing	-To know that violence is never the right way to solve a friendship problem. -To know that bullying can be physical or verbal. -To know that bullying is repeated, not a one-off event. -To understand the different roles related to bullying including victim, bully and bystander. -To understand that everyone has the right to decide what happens to their body.	- To know what attributes and skills make a good friend. -To understand what might lead to someone bullying others. -To know what action a bystander can take when they see bullying. -To know that a conflict is a disagreement or argument and can occur in friendships. -To understand the concepts of negotiation and compromise.
Respectful relationships	-To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. -To understand some ways people show their feelings. -To understand what good manners are. -To understand some gender stereotypes related to jobs.	- To understand that there are similarities and differences between people. -To understand some stereotypes related to age. -To understand some stereotypes related to disability. -To know that trust is being able to rely on someone and it is an important part of relationships. -To understand the courtesy and manners which are expected in different scenarios. -To know the signs of a good listening.	-To understand what respect is. -To understand that everyone deserves respect but respect can be lost. -To know that stereotypes can be unfair, negative and destructive. -To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. -To understand that stereotypes can lead to bullying and discrimination - To understand that positive attributes are the good qualities that someone has.
Change and loss	-To know that there are ways we can remember people or events.	- To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	-To understand that loss and change can cause a range of emotions. -To know that grief is the process people go through when someone close to them dies.

Health and Wellbeing

	Years 1/2	Years 3/4	Years 5/6
Health and prevention	- To understand we can limit the spread of germs by having good hand hygiene. -To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. -To know that certain foods and other things can cause allergic reactions in some people. -To know that food and drinks with lots of sugar are bad for my teeth.	- To understand ways to prevent tooth decay. -To know key facts about dental health.	- To understand the risks of sun exposure. -To understand that vaccinations can give us protection against disease. -To know that changes in the body could be possible signs of illness.

Physical health and wellbeing	- To know that sleep helps my body to repair itself, to grow and restores my energy. -To understand the importance of exercise to stay healthy. -To understand the balance of foods we need to keep healthy. - To know that breathing techniques can be a useful strategy to relax.	- To understand the positive impact relaxation can have on the body. -To know that visualisation means creating an image in our heads. -To know the different food groups and how much of each of them we should have to have a balanced diet.	-To know that relaxation stretches can help us to relax and de-stress. -To know that calories are the unit that we use to measure the amount of energy certain foods give us. -To know that what we do before bed can affect our sleep quality. -To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). -To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental health	-To know the words to describe some positive and negative emotions. -To know that we can feel more than one emotion at a time. -To know that strengths are things we are good at. -To know that qualities describe what we are like. -To know that a growth mindset means being positive about challenges and finding ways to overcome them.	-To understand that mistakes can help us to learn. -To understand the importance of belonging. -To understand what being lonely means and that it is not the same as being alone. -To know that different job roles need different skills and so some roles may suit me more than others. - To know that it is normal to experience a range of emotions. -To know that mental health refers to our emotional wellbeing, rather than physical. -To know who can help if we are worried about our own or other people's mental health. -To understand what a problem or barrier is and that these can be overcome.	-To understand what can cause stress. -To understand that failure is an important part of success. -To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). -To know the effects technology can have on mental health.

Safety and The Changing Body

	Years 1/2	Years 3/4	Years 5/6
Being safe (including online)	-To know that some types of physical contact are never appropriate. -To know the PANTS rule. -To understand the difference between secrets and surprises. -To know what to do if I get lost. -To know that a hazard is something which could cause an accident or injury. -To know that I should tell an adult if I see something which makes me uncomfortable online. -To know the rules for crossing the road safely.	- Developing skills as a responsible digital citizen. -To understand that there are risks to sharing things online. -To know the difference between private and public. -To understand that cyberbullying is bullying which takes place online. -To know the signs that an email might be fake. -Developing skills as a responsible digital citizen.	-To know the steps to take before sending a message online (using the THINK mnemonic). -To know some of the possible risks online. -To understand that online relationships should be treated in the same way as face to face relationships. -To know where to get help with online problems.
Drugs, alcohol and tobacco	-To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. -To know that medicine can help us when we are ill. -To understand that we should only take medicines when a trusted adult says we can.	- To understand that other people can influence our choices. -To understand the risks associated with smoking tobacco.	- To know some strategies I can use to overcome pressure from others and make my own decisions. -To understand the risks associated with drinking alcohol.

The changing adolescent body	-To know the names of parts of my body including private parts	-To understand the physical changes to both male and female bodies as people grow from children to adults.	- To understand the process of the menstrual cycle. -To know the names of the external sexual parts of the body and the internal reproductive organs. -To know that puberty happens at different ages for different people. -To understand how a baby is conceived and develops.
Basic first aid	-To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. -To know that the emergency services are the police, fire service and the ambulance service.	-To know that it is important to maintain the safety of myself and others, before giving first aid. -To know that bites or stings can sometimes cause an allergic reaction. -To know that asthma is a condition which causes the airways to narrow.	-To know how to assess a casualty's condition. -To know how to conduct a primary survey (using DRSABC).

Citizenship

	Years 1/2	Years 3/4	Years 5/6
How can we be good citizens?	-To know the rules in school. -To understand that people are all different. -To know some of the different places where rules apply. -To understand that everyone has similarities and differences. -To know that some rules are made to be followed by everyone and are known as 'laws'. -To know some of the jobs people do to look after the environment in school and the local community. -To know that different pets have different needs. -To understand the needs of younger children and that these change over time. -To know that voting is a fair way to make a decision. -To understand how democracy works in school through the school council.	-To understand how recycling can have a positive impact on the environment. -To know that the local council is responsible for looking after the local area. -To know that elections are held where adults can vote for local councillors. -To know that reusing items is of benefit to the environment. -To understand that councillors have to balance looking after local residents and the needs of the council. -To understand some of the consequences of breaking rules. -To understand the role of charities in the community. -To know that there are a number of groups which make up the local community. -To understand the UN Convention on the Rights of the Child.	-To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. -To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. -To know that education is an important human right. -To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. -To know what happens when someone breaks the law. -To understand the waste hierarchy. -To know that prejudice is making assumptions about someone based on certain information. -To know that discrimination is treating someone differently because of certain factors. -To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. -To know that our food choices can affect the environment

Economic Wellbeing

	Years 1/2	Years 3/4	Years 5/6
How can we understand economic wellbeing?	-To know that coins and notes have different values. -To know some of the ways children may receive money. -To know that it is wrong to steal money. -To know that banks are places where we can store our money. -To know some jobs in school. -To know that different jobs need different skills. -To know the difference between a 'want' and 'need'. -To know some of the ways in which adults get money. -To know some of the features to look at when selecting a bank account.	-To know that budgeting money is important. -To understand that there are a range of jobs available. -To know that money can be lost in a variety of ways. -To understand the importance of tracking money. -To know that many people will have more than one job or career in their lifetimes. -Exploring ways to overcome stereotypes in the workplace. -To understand that there are different ways to pay for things. -To understand that some stereotypes can exist around jobs but these should not affect people's choices.	-To understand that different jobs have different routes into them. -To understand that people change jobs for a number of reasons. -To know that when money is borrowed it needs to be paid back, usually with interest. -To know that it is important to prioritise spending. -To know some ways that people lose money. -To know that income is the amount of money received and expenditure is the amount of money spent. -To understand that there are certain rules to follow to keep money safe in bank accounts. -To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. -To know that banks and organisations such as Citizens' Advice can help with money related problems.

Identity (Y6 only)

Years 5/6
To know that identity is the way we see ourselves and also how other people see us.

Transition

Years 1/2	Years 3/4	Years 5/6
-To understand that changes can be both positive and negative. -To understand that change is part of life.	-To know that setting goals can help us to achieve what we want. -To understand that change often brings about more opportunities and responsibilities.	-To understand the skills needed for roles in school. -To know that a big change can bring opportunities but also worries.