



'Where everybody is somebody'

Resilience Respect Diversity Compassion Innovation

"Our vision is to develop an outstanding school for the local community where our values of resilience, respect, diversity, compassion and innovation are evident in everything we do. Through nurturing our children academically, socially and emotionally, we provide them with secure foundations for life, so that they leave Hawthorn with an excellent all round education and a love of learning. Our school motto 'Where everybody is somebody' permeates throughout our school."

Relationship and Sex Education (RSE) Policy

Hawthorn Tree Primary School

Boston

Approved by: Governing Body

Last reviewed on: March 2025

Next reviewed due by: March 2026

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1. Aims

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

RSE relates to our school ethos of our school 'Where somebody is everybody and our school values resilience, respect, diversity, compassion and innovation. This policy also relates to our whole school intent for mental health and wellbeing.

2. 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 Hawthorn Tree Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents were previously consulted about this policy
4. Pupil 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

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

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (Year 6)

For more information about our curriculum, see our curriculum map in Appendix 1.

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, and other aspects are included in religious education (RE), where appropriate.

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

Living in the Wider World:

- Rights and Respecting Rights
- Environment
- Money

Health & Wellbeing:

- Healthy Lifestyles
- Growing & Changing
- Keeping Safe

Relationships:

- Feelings & Emotions
- Healthy Relationships
- Valuing Difference

For more information about our RSE curriculum, see Appendices 1 and 2.

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), along with reflecting 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.

6.1 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

➤ Give careful consideration to the level of differentiation needed

6.2 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

7. Use of external organisations and materials

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

8. Roles and responsibilities

8.1 The governing board

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

The governing board has delegated the approval of this policy to the Strategic Committee and the Headteacher.

8.2 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 components of RSE (see section 9).

8.3 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 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.

The RSE co-ordinator is responsible for coordinating the teaching and learning of RSE across the school.

8.4 Pupils

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

9. 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 the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the RSE co-ordinator through:

Monitoring arrangements, such as planning and book scrutinise, learning walks, teacher and pupil consultations etc.

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

This policy will be reviewed by the RSE co-ordinator and Headteacher, annually. At every review, the policy will be approved by Strategic Committee of the governing body.

Appendix 1: Curriculum Map - Relationships and sex education curriculum map

RSE / PSHE Progression - taught throughout the academic year									
Resilience - Respect - Diversity - Compassion - Innovation									
Core themes	LIVING IN THE WIDER WORLD			HEALTH AND WELLBEING			RELATIONSHIPS		
Topics (Covered throughout the year)	Rights and Respecting Rights	Environment + Relationships (Anti-Bullying week - November)	Money	Healthy Lifestyles	Growing & Changing	Keeping Safe	Feelings & Emotions	Healthy Relationships	Valuing Differences
Year R	Hawthorn Tree School recognises that continuous opportunities for high quality PSED in the Early Years Foundation Stage is essential to provide a solid foundation for future Personal, Social and Emotional Development.								
	Through Objective Led Planning, all areas of learning will be interwoven through the whole of Year R.								
	PSED	Understanding the world (U+W)	Mathematics U+W	Physical Development	PSED	PSED	Communication and Language	PSED Expressive Arts and Design	PSED U+W

Year 1	Group and class rules; everybody is unique in some ways and the same in others Respect Diversity Compassion	Looking after the local environment Respect Compassion Innovation Teasing and Bullying	Where money comes from; how to use money saving and spending money	What helps keep bodies healthy; hygiene routines Respect	Recognising what they are good at; setting goals. Change and loss and how it feels Resilience Compassion	Keeping safe around household products; how to ask for help if worried about something Resilience	Recognising feelings in self and others; sharing feelings Resilience Respect Compassion	Secrets and keeping safe; special people in their lives Respect Compassion	Respecting similarities and differences in others; sharing views and ideas Respect Diversity Compassion
Year 2	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people	Looking after the local environment Respect Compassion Innovation	Where money comes from; saving and spending money; making choices; keeping	Healthy choices; different feelings; managing feelings Respect Resilience	Recognising what they are good at; setting goals. Growing; changing and being more independent	Keeping safe in different situations; how to ask for help if they are worried about something;	Behaviour; bodies and feelings can be hurt Respect Compassion	Listening to others and playing cooperatively; appropriate and inappropriate touch;	Respecting similarities and differences in others; sharing views and ideas

	who work in the community; getting help in an emergency		track of money spent/saved	Compassion	t; correct names for body parts (including external genitalia)	privacy in different contexts		teasing and bullying (revision)	Respect
	Respect Diversity Compassion	Teasing and Bullying	Resilience		Resilience Compassion Respect	Respect Compassion Resilience		Respect Compassion Diversity Resilience	Diversity Compassion

Year 3	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world Respect Diversity Compassion	Teasing and Bullying	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved Resilience	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits Respect Resilience Compassion	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings Resilience Compassion Respect	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe Respect Compassion Resilience	Recognising feelings in others; responding to how others are feeling Respect Compassion	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively Respect Compassion Diversity Resilience	Recognising and responding to bullying (revision) Respect Compassion Diversity Resilience
Year 4	Discuss and debate health and wellbeing issues.	Sustainability of the environment across the world	Role of money; managing money (saving	What makes a balanced lifestyle and	Recognising what they are good at; setting goals.	How to keep safe in local area and online;	Keeping something confidential or secret; when to	Acceptable and unacceptable physical contact;	Listen and respond effectively to people;

	Appreciating difference and diversity in the UK and around the world Respect Diversity Compassion	Respect Compassion Innovation Diversity Teasing and Bullying	and budgeting); what is meant by interest and loan Resilience Respect	making choices; drugs common to everyday life; hygiene and germs Respect Resilience Compassion	Changes at puberty. Changes that happen in life and feelings associated with change Resilience Compassion Respect	people who help them stay healthy and safe Respect Compassion Resilience	break a confidence; recognise and manage feelings Respect Compassion Resilience	solving disputes and conflicts amongst peers Respect Compassion Diversity Resilience	share points of view Respect Compassion Diversity Resilience
Year 5	Different rights; responsibilities and duties <i>*be careful with the use of the work 'responsibilities' here, make sure</i>	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile	Responding to feelings in others Respect Compassion Resilience Diversity	Actions have consequences of actions; working collaboratively; negotiation and compromise	Listening to others; raise concerns and challenge Respect Compassion Diversity

	<i>the children do not associate it with rights, ensure they know that rights are universal and not conditional</i>	and resolving differences	management of money; tax	diet; different influences on food; skills to make choices	transition; bereavement and grief	phone safety		; giving feedback	Resilience
	Respect Diversity Compassion	Cyber-bullying and actions have consequences, digital footprint, healthy habits such as not having mobile phones in their rooms at night Respect Compassion Diversity Resilience	Resilience Respect Compassion Diversity Innovation	Respect Resilience Compassion Respect Resilience Compassion Diversity	Respect Resilience Compassion	Respect Compassion Resilience	Respect Compassion Resilience		

Year 6	Different rights; responsibilities and duties <i>*be careful with the use of the work 'responsibilities' here, make sure the children do not associate it with rights, ensure they know that rights are universal and not conditional</i> Discuss and debate health and wellbeing	How resources are allocated; effect of this on individuals; communities and environment Respect Compassion Diversity Resilience		Images in the media and reality; how this can affect how people feel; risks and effects of drugs Respect Resilience Compassion Diversity	Recognising what they are good at; setting goals; aspirations; roles and responsibilities of parents Respect Resilience Compassion	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out, who is responsible for their health and safety; where to get help and advice Respect Compassion	Confidentiality and when to break a confidence; managing feelings Respect Compassion Resilience Diversity	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying Respect Compassion Diversity Resilience
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	issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others Respect Diversity Compassion Resilience					Resilience		right to privacy	
							Enterprise, setting up an enterprise (Summer Fair) Innovation	Changes at puberty (recap Y5); human reproduction Respect Compassion Resilience Diversity	

Why this order? Outcomes with opportunities to apply knowledge / skills in real life situations		Whole School Focus - Anti-bullying week	Gifts at significant points in the year (e.g. Christmas - which is celebrated by the vast majority of our families)		Purposefully planned to be mid-year, so that children are at a point where they feel comfortable with their class / class teacher and also have time to share / ask any questions they might want to follow a period of time to reflect on knowledge gained.	Sports Day - valuing the contributions of all Summer Fair (enterprise opportunity for Y6)	Some of the content is more challenging, the children are at the older end of their year groups by this point. Some good content for Y6 to have prior to transition to secondary - will be more mature and more ready to take this on.	Year 6 End of Year Production Year 6 Leavers Certificates
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Appendix 2: By the end of primary school pupils should know

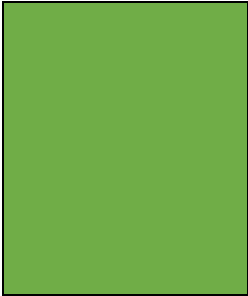
Topic	Pupils should know
Living in the Wider World	• The importance of rules, boundaries and laws. • That it is important to respect their own and others' needs, as well as appreciating the differences and similarities within groups and communities within the UK, • The people in the community who are there to help as well as know how to get help in an emergency. • Their own and others' rights and responsibilities. • How to look after and care for the local environment around them, including sustainability around the world. • The actions and consequences of cyber-bullying, digital footprints and healthy habits (digital related). • About anti-social behaviour and how to respect and resolve differences among themselves and peers. • Where money comes from. • How to use money - understanding the terms: spending, saving and budgeting (keeping track of money). • The importance of finance in people's lives and looking after money. • The terms of interest, loan and debt, how this can impact on their everyday life.

Health & Wellbeing

- 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.
- 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.

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.
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- 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.
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- 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.

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- 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.

Appendix 3: 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	

