



Relationships and Sex Education policy

Approved by:	Anita Crowther-Smith
Last reviewed on:	September 2025
Next review due by:	September 2026

Contents

1. Aims	1
2. Statutory requirements	2
3. Policy development	2
4. Definition	2
5. Curriculum	2
6. Delivery of RSE	3
7. Roles and responsibilities	3
8. Parents' right to withdraw	4
9. Dealing with difficult questions	7
10. Training	5
11. Monitoring arrangements.....	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	7
Appendix 3: Parent form: withdrawal from sex education within RSE	9

1. Aims

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

- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development;
- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health;
- Teach children to be aware of their own body and notice any changes;
- 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.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per 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. However, Chapel End Junior Academy believes that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

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](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At Chapel End Junior Academy, 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 to revise our current policy
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. 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 different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our 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, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We use the KAPOW scheme of work for RSE and PSHE.

Primary sex education will focus on:

- › Using the correct anatomical language for genitalia
- › How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the Personal, Health, Social, Economic (PHSE) education curriculum. Biological aspects of RSE are taught within the science curriculum and during sex education lessons (Year 6), and other aspects are included in religious education (RE).

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 relationships
- Online relationships
- Being safe

Physical Health and Mental well-being education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In terms of sex education in Year 6, this will focus on conception and where babies come from.

We do not talk about contraception. Sex education is approached from a scientific perspective.

Children are taught the appropriate names for all parts of the body from Year 3. This includes the male and female genitalia.

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 ensure that there is no stigmatisation of children based on their home circumstances. This includes single parent families, lesbian, gay, bisexual, transgender (LGBT) parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures. Children are taught that some children may have a different structure of support around them (for example: looked after children or young carers).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

7. Roles and responsibilities

7.1 The Governing board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 6) lessons.

7.3 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 to withdraw them from specific sex education (Year 6) lessons.
- › The school's PHSE education lead is Anita Crowther-Smith
- › The school's SENCO is Sheena Smith
- › The school's Well-being Lead is Daaniyah Khan

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 6, but only following a conversation with the Headteacher/PHSE Lead.

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

Alternative work will be given to pupils who are withdrawn from specific sex education lessons in Year 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will therefore need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer, explaining that is not something that children learn at this stage, or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Delivering sex education lessons

Sex education lessons taught in Year 6 are delivered in a well-structured, safe and considered manner. A member of SLT is present and takes the lead in each lesson, supported by other teachers and members of staff. Children are taught in single sex groups by respective male or female teachers. Individual children's backgrounds are considered and support and advice is provided by the pastoral and DSL team where necessary. A question box is available for children to submit questions throughout the course of study where the procedures mentioned in section 9 will be followed if required. Children are informed of the circle of trust whereby they agree to and understand content from the sessions is not to be discussed outside of the room unless at home with their parent/ carers.

11. Training

Staff will be trained on the delivery of RSE either as part of their induction or as part of a planned programme of professional development.

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

12. Monitoring arrangements

The delivery of RSE is monitored by Anita Crowther-Smith (Assistant Headteacher and PSHE lead) through:

- Planning scrutiny;
- Team teaching;
- Evidence from lessons;
- Learning walks;
- Pupil voice.

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

This policy will be reviewed annually by Anita Crowther-Smith (Assistant Headteacher and PSHE lead). At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME	RESOURCES
Year 3	<ul style="list-style-type: none">• Friendship• Bullying• Body Language• Appropriate touch• Online safety – understanding the internet• Managing feelings – jealousy, anger, worry, grief.	KAPOW
Year 4	<ul style="list-style-type: none">• Healthy and Unhealthy relationships• Appropriate touch• Online bullying• Physical and mental health awareness and how to look after both of these• Smoking awareness• Communication and social skills• Making appropriate lifestyle and behaviour choices	KAPOW
Year 5	<ul style="list-style-type: none">• Puberty – physical and emotional changes to the body• Hygiene• Review relationships learning and understanding so far• Online safety – image sharing• Online safety – being accountable for your online presence• Smoking awareness• Communication and social skills• Making appropriate lifestyle and behaviour choices	KAPOW

YEAR GROUP	TOPIC/THEME	RESOURCES
Year 6	<ul style="list-style-type: none"> • Review Puberty – physical and emotional changes to the body • Online safety – making friends online • Online safety – being accountable for your online presence • Smoking awareness • Communication and social skills • Making appropriate lifestyle and behaviour choices <p>Sex education</p> <ul style="list-style-type: none"> • Male and female reproduction systems • Conception – how babies are made • How babies are born 	KAPOW

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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 3: Parent form: withdrawal from sex education within (H)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	