Stoke Lodge
Primary School

Relationships and Sex Education (RSE) Policy

Stoke Lodge Primary School

January 2026

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1 Introduction

1.1 We believe that effective relationships and sex education is essential for young people to make responsible and well-informed decisions about their lives. The aim of relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life. We recognise that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.2 We recognise that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. Our relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

1.3 We recognise an aim of this policy is to help to create a culture of safety, equality and protection.

2 Scope and application

2.1 This relationships and sex education policy applies to the primary phase of our school.

2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the Academy.

3 Regulatory framework

3.1 This policy has been prepared to meet the school's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, March 2017);

3.1.3 Education and Skills Act 2008;

3.1.4 Education Act 2002;

3.1.5 Children Act 1989;

3.1.6 Equality Act 2010;

3.1.7 Children and Families Act 2014;

3.1.8 Children and Social Work Act 2017;

3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This policy has regard to the following guidance and advice:

3.2.1 it is based on statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019);

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3.2.2 Keeping children safe in education (DfE, September 2025) (**KCSIE**);

3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);

3.2.4 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016);

3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018);

3.2.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);

3.2.7 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and

3.2.8 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education; and

3.2.9 Creating an LGBT-inclusive primary curriculum: Stonewall (https://www.stonewall.org.uk/system/files/creating_an_lgbt-inclusive_primary_curriculum.pdf)

3.3 The following Academy/school policies, procedures, documents and resources material are relevant to this policy:

3.3.1 Child Protection and Safeguarding Policy and Procedures;

3.3.2 Behaviour Policy;

3.3.3 Anti-Bullying Policy;

3.3.4 Policy on Smoking, Alcohol and the Misuse of Drugs and Substances;

3.3.5 Missing Pupil Policy;

3.3.6 Inclusion Policy;

3.3.7 Special Education Needs and Disability (SEND) Policy;

3.3.8 Equality Opportunities Policy;

3.3.9 Online Safety Policy;

3.3.10 Acceptable Use Policy;

4 Publication and availability

4.1 This policy is published on the school's website.

4.2 This policy is available in hard copy on request.

4.3 This policy can be made available in large print or other accessible format if required.

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5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the Proprietor are references to the Board of Trustees of the Olympus Academy Trust.

5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. foster carer/legal guardian).

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy[1].

6.2 The Proprietor is required to ensure that all those with leadership and management responsibilities at the Academy actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Charlotte Conie	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Charlotte Conie	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Charlotte Conie	As required, and at least annually
Formal annual review	Proprietor	Annually

[1] Drafting note: Parental Engagement on Relationships Education: guide for primary headteachers states that the governing board should be satisfied that appropriate parent engagement has been carried out. It also states that governors can play an important part in the engagement process.

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7 Definition of relationships and sex education

7.1 Relationships education for primary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

7.2 Our science curriculum includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, we deliver sex education for primary age pupils.

8 Curriculum content

8.1 The school understands that aspects of the curriculum may be sensitive to some pupils and parents. The consultation process [set out in Appendix 2] has been designed to enable parents and pupils to express their views, although ultimately the content of this policy has been determined by the school.

8.2 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The school scheme of work for PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

8.3 In addition to relationships education, we will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals.

9 Equality

9.1 We will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The school will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.

9.2 The school will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled.

9.3 **Students with special educational needs and disabilities (SEND):** relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

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9.4 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The school will ensure that the teaching of relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

9.5 The school is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of schools to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

9.5.1 in the way it provides education for pupils;

9.5.2 in the way it provides pupils access to any benefit, facility or service; or

9.5.3 subjecting them to any other detriment.

9.6 The school is also aware of its duties to teach about equality issues and to ensure teaching at the school does not discriminate against pupils.

10 Curriculum delivery

10.1 *The content of the relationships and sex education curriculum is delivered through two curriculum areas of PSHE and science, and is delivered in the following ways:*

10.1.1 *Appropriately pitched lessons taught through Jigsaw, our PSHE scheme*

10.1.2 *collapsed timetable sessions delivered by members of staff and / or external agencies.*

The PSHE and science curriculum (see curriculum map at Appendix 1).

11 Pupil questions

11.1 We appreciate that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the Academy's curriculum. Our approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

12 Safeguarding, reports of abuse and confidentiality

12.1 We will follow *Keeping children safe in education* (**KCSIE**) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.

12.2 Teachers will follow the Academy's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Academy's safeguarding policy if a child protection issue is raised.

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12.3 We will encourage students to talk to their parents or carers and support them to do so. The Academy will also inform students of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.

12.4 Where the school invites external agencies to support the delivery of these subjects, the school will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

13 Parents' and carers' participation

13.1 The Academy recognises that parents and carers are the first teachers of their children and that they play a vital role in:

13.1.1 teaching their children about relationships and sex;

13.1.2 maintaining the culture and ethos of the family;

13.1.3 helping their children cope with the emotional and physical aspects of growing up;

13.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

13.2 The Academy has consulted with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes. See Appendix 2.

13.3 The Academy will communicate to parents what will be taught and when in delivering relationships and sex education. Appendix 1.

13.4 Parents and carers of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum.

13.5 The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

13.6 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the Academy. There is no right to withdraw from relationships education.

14 Consultation

14.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

15 Monitoring, evaluation and review

15.1 The leader with responsibility for PSHE, and the leader of science, will ensure that:

15.1.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

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15.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

15.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

15.1.4 any review of the programme that leads to revising this includes an opportunity for parents to be consulted ;

15.1.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

16 Version control

Date of adoption of this policy	January 2023
Date of last review of this policy	January 2026
Date for next review of this policy	January 2027

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Appendix 1 Relationships and Sex Education curriculum map

What will my child actually be taught in Sex Education?

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Foundation	Growing up: how we have changed since we were babies
Year 1	Boys' and girls' bodies; naming body parts
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow and how boys' and girls' bodies change as they grow older
Year 4	Internal and external reproductive body parts, body changes in girls and menstruation
Year 5	Puberty for boys and girls, and conception
Year 6	Puberty for boys and girls and understanding conception to birth of a baby

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

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Appendix 2 Parents' consultation

General principles

Teaching about relationships is nothing new for schools – in this Academy relationships education is already covered through PSHE education, an established curriculum subject and through the spiritual, moral, social and cultural development of pupils.

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the Academy to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed having balanced those views with the need of the pupils and the Academy. What is taught, and how, is ultimately a decision for the Academy and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the Academy.

Example timetable for consultation process

Action	**Timeframe guidelines to complete draft policy, parent consultation and final policy**
Stage one	
Draft RSE Academy policy (Staff and pupils may be consulted before this draft is produced)	June
Whole school communication publicising parent consultation on RSE	As early as practicable
Parent Forum to present draft Academy policy key points; including curriculum map for year group coverage and parents right to withdraw and seek input on the issues. [• Consideration to be given to separate Parent Forum on sex education, if delivered, in primary education]	e.g. Four weeks after draft RSE policy agreed
Invitation to parents to make written / oral comments and pose questions	Two weeks after Parent Forum setting a two week timescale to comment

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Consideration of parental comments and questions by [• names / responsibilities]	Four weeks after deadline
Communication to parents of comments / concerns and questions raised and responses of how these could be addressed	Two weeks later
Consideration of school-parent working parties on specific areas of concern Consideration of a 'Parent Champion' member of staff Consideration of specific parent focus groups e.g. how to manage conversations with your children about RSE [• Insert here any academy specific approaches]	As above to be highlighted as part of the Academy response
Reconsideration of draft policy and curriculum provision in light of parent comments	Complete by the end of the next half term
Stage two	
Presentation to parents of Relationships Education and Relationships and Sex Education Policy, the teaching units to be delivered and when, along with example resources e.g. lesson plans / books Explanation to parents of the right to withdraw, in what circumstances, how, and provision in place for children not attending lessons. (Staff training to take place after the policy and scheme of work / curriculum map has finally be decided)	Complete before the end of term
Parents to be informed in writing/or via newsletter of the teaching units proposed to be covered for their child's year group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery	
New RSE curriculum delivered	Target date June (September 2020 at the latest)

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Appendix 3 What learners should know by the time they leave primary school

Topic	Pupils should know
Families and people who care about me	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	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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Topic	Pupils should know
Respectful 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
Online relationships	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

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Topic	Pupils should know
Being safe	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

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Appendix 4 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			

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