



Stopsley Community Primary School and Nursery

Relationships and Sex Education (RSE) Policy

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](#). However, 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](#). At Stopsley Community Primary School and Nursery we teach RSE as set out in this policy.

Definition of Relationships and Sex Education (RSE)

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching." (DfE Guidance 0116/2000)

"Sex education is not compulsory in primary schools but we recommend that primaries teach sex education in years 5 and / or 6, inline with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals." (DFE, Paragraph 30 of the updated RSHE guidance 2025)

Introduction

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

Effective Relationships and Sex Education does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready. Parents and carers are the key people for their child's learning about relationships and sex and schools should always work in partnership with home. Parents and carers need to know that the school's Relationships and Sex Education programme will complement their role and support them in the education of their child regarding relationships (for all children) and sex (for the older aged children). Stopsley Community Primary School and Nursery will ensure that parents' and carers' views are heard and that taught Relationships and Sex Education is age appropriate, culturally appropriate and inclusive of all of our children.

Relationships and Sex Education (RSE) provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children.

Aims

The objectives of our Relationship and Sex Education curriculum are:

- To provide the knowledge and information to which all pupils are entitled
- To establish one language for Relationships and sex Education across the school setting
- To clarify and reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they are equipped to make informed choices at the appropriate age and stage, and can lead fulfilling and enjoyable lives
- To help pupils develop communication skills (language, decision making, choice, assertiveness) and make the most of their abilities in this area
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support, and to know who may provide advice and where to turn to for further support when needed
- To develop skills for a healthier and safer, risk-free lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies and those of others
- To be prepared for puberty and adulthood beyond their life at Stopsley Community Primary School and Nursery

Objectives for staff are to feel confident in:

- planning, delivering and assessing RSE
- answering questions from pupils and parents and dealing with sensitive issues

Policy development

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

1. Review – The Senior Leadership Team collated 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 / carers are consulted through whole-school communication
4. Ratification – Once amendments were made, the full governing body were consulted during a full governing body meeting and the policy was then ratified.

The school includes information on the curriculum in the school prospectus and on the school website. Full details are available on request. Materials which will be used in the school's Relationships and Sex Education programme can be seen by parents in school on request to Mrs Broderick (Deputy Head teacher). The school informs parents when aspects of the relationship and sex programme are taught and provides opportunities for parents to discuss the content of the lessons and to view resources being used.

This policy supports / complements the following policies:

- Anti-bullying
- Attendance (in particular in relation to FGM)
- Relationships and Behaviour
- Child Protection / Safeguarding Children (including FGM)
- eSafety

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2025)
- Keeping children safe in education – statutory safeguarding guidance (2025)
- United Nations Convention on the Rights of the Child

Curriculum

At Stopsley Community Primary School and Nursery, RSE is embedded within a comprehensive PSHE curriculum as well as through RE, science, computing and through assembly and circle time. The biological aspects of RSE which are taught within the statutory science curriculum can be found in appendix three.

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

Appendix one shows what the children should learn through Relationships education by the end of primary school.

In line with recommendations from Luton Local Authority, teachers use the Kapow scheme of work. This delivers age-appropriate content to develop pupils' understanding in all aspects of RSE. An overview of the curriculum covered in each year group can be found in appendix two.

We develop this curriculum in consultation with parents, pupils, 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 do not seek answers online.

Delivery of RSE

Relationships and Sex Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Lessons are delivered by either the class teacher or the parallel year group teacher. When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education, particularly in Key Stage 2.

Discrete RSE sessions focussing on sex education take part during the summer term of the academic year. The rationale for this is that it allows pupils sufficient time to develop a strong relationship with their class teacher. As a result, pupils are more likely to feel comfortable in being taught the content and to ask any further questions they may have. The school will notify parents and carers informing them that RSE lessons will be taking place. RSE sessions focussing on sex education are taught to the older aged children.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way. To support this, a range of strategies are used, including:

- Establishing clear ground rules with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous boxes.

Equal Opportunities

Stopsley Community Primary School and Nursery is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. Every child is entitled to receive Relationships and Sex Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality and language. Pupils with Special Educational Needs and Disabilities (SEND), those in receipt of pupil premium funding and those who are looked after (in care) will all receive Relationships and Sex Education at a level which is appropriate for their age and physical development, with adapted provision if required.

The organisation of the Relationships and Sex Education

The PSHE Leader is the designated teacher with responsibility for coordinating Relationships and Sex Education. Monitoring is the responsibility of the Headteacher, named governor (the Co-Chairs, Stewart Leary and Lyndsey Hill) and teacher with responsibility for Relationships and Sex Education (PSHE Leader). The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from [non-statutory / non-science] components of RSE.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents; implementing change if required.

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 / non-science] 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

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.

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

Confidentiality and Safeguarding

Before, during and after RSE lessons are taught, the pupils will be reminded of the following:

- Ground rules for listening and confidentiality
- Teachers to reassure the pupils that their best interests will be maintained
- Pupils will be encouraged to talk to their parents/carers to support them
- Pupils will be reminded that teachers cannot offer unconditional confidentiality

Teaching staff need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in families, friendships and relationships, could lead to disclosure of a child protection issue. The staff member will follow school (and Local Authority) policy and procedure as they would in any case of a disclosure. In line with ratified guidance, a member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules and agreed vocabulary choices are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. This box is a system already in use in each classroom. The pupils use this to communicate worries or queries they want to raise with their teacher.

Teachers will endeavor to answer all questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the Headteacher / Designated Safeguarding Lead. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

Parents' right to withdraw

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents and carers have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the national curriculum for science. In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health education or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

Useful Websites

www.cwpresources.co.uk
www.pshe-association.org.uk
www.sexeducationforum.org.uk
www.kidshealth.org
www.ChildLine.org.uk

For the guide to Relationships, Sex and Health Education (RSHE) in Luton Primary Schools which also has responses to frequently asked questions, please visit:

https://www.luton.gov.uk/Education_and_learning/Lists/LutonDocuments/PDF/Luton-RSE-primary-overview-and-FAQs.pdf

This policy will be reviewed by the Full Governing Board annually.

Date:

March 2026

Date of review

March 2027

Appendix 1: What children should know when they leave primary school

TOPIC	PUPILS SHOULD KNOW
Families and people who care for 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.
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.
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.

APPENDIX 2: 'Kapow' (Scheme of Work) Curriculum Map

A summary of the unit lessons is included below. This includes what is covered in our PSHE lessons. RSE objectives are taught in the second half of the summer term. Objectives in red include sex education topics that are not covered by the National Curriculum Science statutory objectives. As a result, pupils can be withdrawn from these lessons (see appendix four).

In the Early Years Foundation Stage (EYFS), children will:

- Learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings.
- Explore why families and special people are valuable, understand why it is important to share and develop strategies to help with this, see themselves as valuable individuals and explore diversity by recognising similarities and differences.
- Understand how to be a kind friend.

In Year One, children will:

- Explore how families can be different.
- Understand the characteristics and impact of positive friendships.
- Learn that people show feelings differently and that stereotyping is unfair.
- Learn how to respond to adults in different situations, distinguishing between appropriate and inappropriate physical contact.
- Learn about growth and change and how humans change from babies to adults.

In Year Two, children will:

- Learn that families are composed of different people who offer each other care and support.
- Learn how other people show their feelings and how to respond to them.
- Develop an understanding of self-respect.
- Distinguish secrets from surprises.
- Name body parts and look at the concept of privacy.

In Year Three, children will:

- Learn how to resolve relationship problems.
- Learn about effective listening skills and non-verbal communication.
- Look at the impact of bullying and what action can be taken.
- Explore trust and who to trust.
- Learn about cyberbullying and identify unsafe digital content.
- Explore influences and make independent choices.

In Year Four, children will:

- Learn that families are varied and differences must be respected.
- Understand physical and emotional boundaries in friendships.
- Explore the roles of bully, victim and bystander.
- Build awareness of online safety and the benefits and risks of sharing information online.
- Identify the difference between private and public.
- Explore the physical and emotional changes in puberty.

In Year Five, children will:

- Develop an understanding of families, including marriage and what to do if someone feels unsafe in their family.
- Learn that dealing with issues can strengthen a friendship.
- Explore the impact of bullying and what influences a bully's behaviour.
- Explore the emotional and physical changes of puberty, including menstruation.
- Learn about online safety.
- Learn strategies to overcome potential dangers.

In Year Six, children will:

- Learn ways to resolve conflict, through negotiation and compromise.
- Learn about respect, understanding that everyone deserves to be respected.
- Explore ways in which people try to gain control over someone else.
- Learn about the changes experienced during puberty.
- **Learn how a baby is conceived and develops.**
- Explore personal identity and body image.

Appendix 3: Statutory Requirements of the Science Curriculum

Key Stage 1 (age 5-7years)

Year 1 pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults and describe the importance for humans of exercise, eating the right amounts of different types of food and about hygiene.

Key Stage 2 (age 7-11years)

Year 5 pupils should be taught to: Describe the life process of reproduction in some plants and animals and to describe the changes as humans develop to old age.

Year 6 pupils should be taught to: Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.

'The programmes of study for science are set out year-by-year for key stage 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online'.

Taken from the National Science Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Appendix 4: Parent form: Withdrawal from non-statutory elements 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 be aware of			
Parent signature			